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ABSTRACT

This sourcebook provides brief descriptions of a number of innovative programs that have been approved for dissemination by the Joint Dissemination Review Panel within the Education Division of the Department of Health, Education, and Welfare. The first section presents an array of programs that were being supported as Demonstration Projects during the 1975-76 school year by the U.S. Office of Education. The second section presents shorter descriptions of projects that are also approved for diffusion but, in view of scarce resources, could not be funded during the particular school year. The back of the book contains a list of state facilitators, with names, addresses, and phone numbers. Each facilitator serves as a matchmaker within that state to assure that local education agencies obtain information about and access to those validated innovations that fit identified needs of particular schools, regardless of where in the nation the original program happened to have been launched. The demonstration projects deal with a wide variety of areas: alternative/secondary education, early childhood and parent readiness, the environment, reading/language/mathematics, specialized curriculum/special interests, special education, and training/organizational arrangements. (Author/IRT)

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READING • MATH • SPECIAL EDUCATION • EARLY CHILDHOOD • ENVIRONMENTAL ED

# Educational Programs That Work

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NDN

NATIONAL DIFFUSION NETWORK
UNITED STATES OFFICE OF EDUCATION

EDUCATIONAL PROGRAMS THAT WORK

A Resource of Educational Innovations
Developed by Local School Districts
and Approved by an Evaluation Panel in
the Education Division of the Department
of Health, Education and Welfare.

$4.95

This catalog was prepared for the
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San Francisco.
September 1975.

EDUCATIONAL PROGRAMS THAT WORK was largely written by staffs of the various projects described in the following pages. Without their full and willing cooperation, these descriptions could never have been generated. Special thanks are due to those project directors who created previous catalogs for the National Diffusion Network and whose advice and help contributed significantly to simplifying some of the complex production challenges that arose during development of this publication. However, the reader is cautioned that some errors may have crept into the text due to the limited time available for checking the various entries. We would appreciate receiving corrections, comments, and suggestions for improvement of future editions of this sourcebook. Correspondence may be directed to: Education Diffusion Project, Far West Laboratory, 1855 Folsom Street, San Francisco, California 94103.

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The work presented or reported herein was performed pursuant to a Contract from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Contract # 300-75-0402

## PREFATORY NOTE

This sourcebook provides brief descriptions of a number of innovative programs that have been approved for dissemination (as of July 1975) by the Joint Dissemination Review Panel within the Education Division of the Department of Health, Education and Welfare.

In the first section of the sourcebook the user will find an array of programs which were being supported as Demonstration Projects during the 1975-1976 school year by the U.S. Office of Education. In the second section may be found shorter descriptions of projects that are also approved for diffusion but, in view of scarce resources, could not be funded by USOE as "demonstrators" during that particular school year.

In the back of the sourcebook is a list of State Facilitators, with names, addresses and phone numbers. Each State Facilitator serves as a "Matchmaker" within that state to assure that local education agencies obtain information about and access to those validated innovations that fit identified needs of particular schools, regardless of where in the nation the original program happened to have been launched.

Users of this sourcebook may first contact the appropriate State Facilitator to obtain further information about the demonstration project(s) of greatest interest for their school(s), or may contact the project(s) directly. Either point of entry should assure school and college personnel of enthusiastic response and cooperation from the National Diffusion Network which links these professionals so that they can serve the needs of children, teachers, and administrators in every state.

Another sourcebook of innovations is a catalog of National Institute of Education products (two volumes) which contains descriptive information on 660 educational products developed through research and development. Products in that catalog are classified into 13 major subject areas. Approximately two-thirds of the products require no training or technical assistance for their use, but in many cases where such training or technical assistance is needed or desired, it is available from the developers or publishers. The catalog will be available in January 1976 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. The price and document order number are unknown at this time; however, this information may be obtained in January by calling or writing Mrs. Nancy Hunt, Dissemination and Resources Group, National Institute of Education, Washington, D.C. 20208 (202/254-5510).

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ALTERNATIVE/SECONDARY

# PROJECT: PROJECT ADVENTURE

## • description

PROJECT ADVENTURE was designed to add an experience base to a standard high school curriculum. It recognizes that, for many students, learning is essentially a passive process with little opportunity in the real world to take responsible action or to test the verbal abstractions of the classroom. It represents a combination of Outward Bound techniques and philosophy, plus a humanistic group-process approach to learning and teaching. The general approach encourages small groups of students to learn by actually working on specific reality-based tasks or problems. The role of the teacher becomes that of stating the problems and limitations so that students take responsibility for finding solutions.

The project supports a wide variety of teaching and learning styles. The approach is generally designed to involve students actively in learning situations that are often demanding, usually require cooperative effort, and are based on problem-solving experiences.

## • target audience

Primary focus has been high school (all ability levels) but four middle schools have enjoyed success and parts have been adapted to parathepeutic summer-camp situations and upper elementary grades.

## • materials used

Units, available at low cost, are usable in a number of curriculum areas such as English, art, and physical education. Each curricular unit can be adopted and/or adapted singly. The process itself can be adopted without purchasing any materials.

## • descriptors

physical education
environmental education
group counseling
Outward Bound
experimental curriculum.

## • financial requirement

Exclusive of training, cost per learner for the physical education and academic curriculum is approximately $5.00 the first year. Continuing costs will run as low as $2.00 if the program is not expanded. Training costs, which vary according to need, are normally considered an essential ingredient. If the physical education program alone is implemented, initial equipment may run from $1,000.00 to $1,500.00.

## • program evaluation

Evaluation data show that participation in Project Adventure activities has significantly increased students' self-concepts, levels of achievement, motivation, and (for the physical education course) physical functioning on five out of six measures. Students and their parents tended to recognize growing self-confidence and more active involvement in available activities as outcomes of the project.

## ADOPTION CRITERIA:

General Criteria: Project staff are interested in locating interested, enthusiastic, and capable teachers ready for an action approach. They seek administrations willing to support "adventure curriculum" financially and structurally by providing flexibility in scheduling and openness to teaching styles. Teachers should be interested in an interdisciplinary approach.

Staffing: May be implemented without special staff. After training, regular classroom teachers can teach "adventure curriculum". It is often helpful, but not necessary, for some of the teachers to attend Outward Bound. Installation involving many teachers, courses, and programs may require coordination, especially if a school buys outdoor equipment.

Facilities/Installation: Facilities required depend on what aspects are adopted and how creative and resourceful potential adopters are. Whereas some resources would be best (a wooded area), other areas can be substituted (regular playing fields). Similarly, equipment costs will depend on which aspects are implemented. The need for outdoor gear depends on the degree to which the outdoor "adventure curriculum" is adopted. Building a rope course is an essential part of the physical education program.

Training: Attendance at workshops is essential to exploring and understanding the process. Generally a core group of teachers are trained at a one-week session; and follow-up workshops of 1 to 3 days may be held for other faculty and adopter schools or to build rope course facilities. Training may run from one day to several weeks, depending on the extent of implementation. Training may also be adapted to fit the needs of the adoption site.

## ADOPTION SERVICES:

- **training materials**

  Awareness brochure, program description, and materials description available at no cost. Audiovisual presentation available - rental ($10.00), purchase ($100.00). Academic curriculum available moderate cost.

- **demonstration/ visitation**

  Visits are scheduled one day each month. Confirmation of visitors required one week in advance. Adopter sites can be visited with two weeks' notice. Contact D/D.

- **training capability**

  Training is designed to meet each adopting district's needs. Adopters may choose among alternative formats or work with project staff to develop a format specific to their planned program.

## CONTACT:

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Development Begun: 7/71
USOE DRP Approval: 6/74
Diffusion Start: 7/74

# PROJECT: ALTERNATE LEARNING PROJECT (ALP)

## • description

ALP is a community-based experimental high school that combines a strong basic skills program with site placement activities and continuous counseling. The students' only common denonimator is dissatisfaction with traditional schooling. The program operates with 125 students and 8 full-time staff. The school seeks to allow for (1) parent and community participation in policy making; (2) increased student choice among curricular offerings; (3) increased student responsibility and accountability. At the same time, the need for developing basic academic skills is stressed. There are some 80 classes and tutorials held at the school and 50 site placements in organizations, professional offices, and schools around the city. All full-time ALP staff act as counselors as well as teachers.

Program presents a wide range of teaching and learning styles and features small-group and individualized instruction. Students select own program. Emphasis is placed on community involvement: student projects in the city; instruction by volunteers and professionals from the community. A competency-based system is used for awarding diplomas.

## • target audience

Students of all abilities grades 9-12, though also possible at middle school and adult levels. Can be either complete program or adapted to supplement an ongoing program.

## • materials used

There are no specific materials. Teachers generally put together their own curriculum. However, reading lists and curriculum suggestions are available from D/D office upon request.

## • descriptors

basic skills
alternative education
career education
community involvement
parent involvement.

## • financial requirement

ALP's per-pupil cost is slightly below the city average for the secondary level. Exclusive of training and perhaps rent for a separate facility, it is possible to adopt the program with no additional cost to the LEA.

## • program evaluation

External evaluations of ALP have shown that the project has greatly reduced absenteeism and dropout rates. 65% of ALP students have gone on to 4-year colleges, most often to their first choice college; many of these students normally would not have pursued further education. Other measures have shown improved attitudes toward self and schooling.

## ADOPTION CRITERIA:

General Criteria: ALP seeks school administrators, parents, and teachers who recognize that "traditional" schools may not be right for all students and that alternatives are needed. Full administrative support for the program is integral to its success; also central is a willingness to experiment and accept variances from normal school policies and operating procedures (e.g., student and staff leaving building during school day; instruction by non-certified personnel). Teachers, students, and parents should be voluntary participants in the program.

Staffing: It is possible for regular classroom teachers, with training, to teach in an ALP-type setting. Important qualities for teachers are: flexibility, creativeness, comfort with personal counseling of students, and an expanded definition of the teacher role. The program relies heavily on part-time specialists from the community (e.g., a practicing artist), college student interns, and parent/community volunteers.

Facilities/Installation: Facilities required depend upon which aspects of the program are undertaken. If the complete program is adopted, a separate physical space in a central location to facilitate site placement activities would be advisable. Otherwise, no new facilities may need to be involved.

Training: Attendance at a presentation about the school or a visit to the ALP site is essential to understanding the program. Training may run from several days to two weeks, depending on the degree to which the program is being implemented. Training is adapted to fit needs of adopting site. Trainees must include that individual who will be onsite and directly in charge of the program and an appropriate representative from the school system administration.

## ADOPTION SERVICES:

### • training materials

Brochure, descriptive reports, ALP staff and student manuals, course catalogs, funding information, booklists, 20-min. slide-tape, 45-min. videotape, alternate education bibliography. Contact ALP for list and costs.

### • demonstration/ visitation

Demonstrations and visitations regularly available. Visitors should plan to spend one day at the school. Contact D/D office for appointment and availability.

### • training capability

Training available for 6-8 adopters. Training program planned through negotiations between ALP and adopter. Training available on-site and out-of-state.

## CONTACT:

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| Development Begun: | 7/71 |
| USOE DRP Approval: | 5/74 |
| Diffusion Start: | 7/74 |

## PROJECT: CURRICULUM FOR MEETING MODERN PROBLEMS (THE NEW MODEL ME)

### • description

THE NEW MODEL ME is designed to help high school students deal with how behavior develops, available alternative actions for solving personal problems, and the short- and long-range consequences of those alternatives. It is a positive, preventive approach to the study of human behavior and aggression. The curriculum is flexible, appropriate for all students, and adaptable to student needs in a variety of school settings. It incorporates the causal approach to understanding human behavior and includes much material affective in nature.

The curriculum includes a wide variety of activities and seeks to promote much student and teacher interaction. A reasonably non-judgmental and flexible teacher who maintains an attitude of acceptance of young peoples' ideas and a willingness to listen to their opinions will be most effective with the curriculum.

### • target audience

All ability levels in grades nine through twelve. Used as a course in itself, to supplement existing courses, or with units selected as mini-courses.

### • materials used

A student book and a teacher manual that incorporates the student book are the basic texts. The teacher bibliography suggests appropriate supplementary audiovisual materials and books.

### • descriptors

affective education/ personal development, problem solving, values clarification, group counseling, decision making, experiential curriculum.

### • financial requirement

Cost per pupil the first year is approximately $6.00, based on a student population of 300. This includes the cost of texts and inservice training. Continuation costs are minimal if student tests are reused.

### • program evaluation

Evaluation data obtained in diversified settings showed significant student growth in the cognitive areas. Significant student growth was also shown with attitude measure. Teacher growth was shown with the Minnesota Teacher Attitude Inventory. All analyses of student and teacher questionnaires and narrative statements indicated strong support of the curriculum.

## ADOPTION CRITERIA:

General Criteria: Criteria set for potential adopters include:

- A need that matches the product
- An indication that utilization of affective curriculum is commensurate with school and community philosophy
- Instructors willing to incorporate the core of the project
- A commitment to evaluate the implementation process and the impact of the program on students.

Staffing: The program is implemented with classroom teachers and counselors. However, it is expected that a corps of personnel, including decision-making individuals in administrative capacities as well as teachers, will be involved with the entire process of implementation.

Facilities/Installation: A typical classroom in which chairs can be moved for various activities is quite adequate. No special equipment is needed beyond that usually available in a secondary school.

Training: Adopter participation in a two-day workshop conducted by project staff is expected for an adoption to become official. Participation by decision-makers as well as teachers and counselors is strongly encouraged. In some cases state facilitators conduct training sessions. One-day curriculum clinics are offered to adopters in their state or area as a supportive activity.

## ADOPTION SERVICES

- **training materials**
  Project overview sheet, awareness brochure, and project monograph available at no charge.

- **demonstration/ visitation**
  Visitation to Lakewood, including an overview and classroom observation, scheduled on request. Two-week notice is required; requests are considered on basis of previously scheduled project activities.

- **training capability**
  Two-day training sessions offered; most are held out-of-state.

## CONTACT:

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Development Begun: 7/69
USOE DRP Approval: 6/74
Diffusion Start: 7/75

# PROJECT: HIGH SCHOOL IN THE COMMUNITY (HSC)

## • description

High School in the Community (HSC) is a small, innovative alternative to traditional high school structure. It was designed to provide students and their parents a choice of learning environments within the public school system. HSC is a highly personalized, humanistic program that seeks to improve students' attitude toward learning. The only common denominator of students entering HSC is dissatisfaction with their previous school experience. Students with staff advisors plan their own programs, selecting from a full range of courses, as well as the Community Orientation Program, which places students with volunteer teachers in various community institutions. HSC does not give letter grades. Students receive descriptive evaluations that indicate work accomplished and suggestions for improvement.

A general classroom atmosphere of high student involvement, innovation, teacher support, and student-to-student affiliation, together with low teacher control and student competition, has emerged.

## • target audience

Disaffected secondary students, all ability levels.

## • materials used

No specific instructional materials are required.

## • descriptors

alternative education
intensive group counseling
shared decision-making
parent involvement
community involvement.

## • financial requirement

Adoption of HSC means, in fact, starting a school. Specific cost of an adoption depends on how large a unit is developed (50-300) students). Training will involve a 5-day workshop for teachers and administrators. General operating costs reflect per-capita expenditures of the adopting school system. Items which may increase the systems total cost include a facility and summer planning.

## • program evaluation

HSC has had formal evaluation for each of its 5 years. Areas measured have included classroom environment; cognitive gains; student, parent, and teacher attitudes, management, and decision-making; levels of prejudice and tolerance; and use of community resources. HSC has generally compared favorably to other schools. Largest gains were made in students' positive attitude toward school.

## ADOPTION CRITERIA:

General Criteria: The staff of HSC is willing to train adopters if they can demonstrate that there is clear intent to implement the program by September, 1976. This will most likely be in the form of a formal decision made by an appropriate policy-making body. In addition, they must be willing to assimilate the five basic elements of the program: (1) school of choice for staff and students; (2) size (50-300 students); (3) community orientation program; (4) shared governance model--students, staff, and parents; and (5) centralized but responsive administration. The specific manner an LEA chooses to adapt these five elements will be viewed flexibly.

Staffing: This program may be implemented without special staff. It is most important that teachers and administrators want to be involved. An ambitious use of community volunteers may require one teacher to be placed on special assignment as volunteer coordinator or supervising teacher.

Facilities/Installation: The program must operate in its own facility. The size of the facility required will depend on the number of students involved. It may have one large open space which can be divided with portable furniture, or be a former elementary school with traditional rooms. The adopter should determine special qualities of the facility.

Training: A 5-day workshop at D/D site to include as many members of the adoption staff as possible is the most desirable training format. Other arrangements can be made. Costs for materials, travel, substitutes, etc. will be negotiated as part of the training agreement. Follow-up assistance will also be provided.

## ADOPTION SERVICES:

- **training materials**

  Awareness brochure-poster, in-depth program description, original program proposal, evaluation reports, training manual for each HSC component.

- **demonstration/ visitation**

  Visitations to the HSC site will be scheduled beginning October 1, 1975. One- or two-day presentations at potential adoption sites may also be arranged. Contact D/D for available dates.

- **training capability**

  HSC anticipates providing 6-8 training sessions beginning in November. Final training plans will be adjusted to meet needs of adopters.

## CONTACT:

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Development Begun: 8/70
USOE DRP Approval: 5/75
Diffusion Start: 7/75

# PROJECT: INSTITUTE FOR POLITICAL AND LEGAL EDUCATION (IPLE)

## • description

IPLE has designed a year-long social studies program to provide high school students with practical experiences and understanding in the political and governmental process. The curriculum encompasses voter education; state, county, and local government; and individual rights. The program stresses a two-fold approach: (1) the acquisition of knowledge, both information and skills; and (2) participation of students, first in classroom and school activities by role-playing simulation games, and then in the actual community, usually in local and state agencies.

No specific instructional approach is required; however, an inquiry-oriented approach along with peer teaching is recommended.

## • target audience

Students of all abilities, grades 9-12.

## • materials used

Materials provided by the program include: teacher manuals for 3 units of study, student leader booklets, and simulations.

## • descriptors

Social studies
Voter education
Decision-making
Community involvement.

## • financial requirement

Cost for complete set of materials listed is $35.90.

## • program evaluation

Comparisons made between experimental and control students throughout the state of New Jersey on the Test of Political Knowledge and Inclination to Participate test indicated that IPLE effectively increased students' inclination to participate as well as their knowledge.

## ADOPTION CRITERIA:

General Criteria: Potential adopters must agree: (1) to have at least one teacher and one student participate in a 5-day training program, (2) to purchase curriculum materials from IPLE at cost, and (3) to bear travel and per diem expenses for IPLE personnel for training.

Staffing: After training, regular social studies teachers can teach the IPLE curriculum. It requires a teacher who is willing to work closely with political, governmental, legal, and community leaders and has the time to devote his/her energies to working with young people beyond the classroom period. Some knowledge of politics and government is beneficial; however, the course itself can be self-teaching for a new teacher.

Facilities/Installation: No special facilities are necessary.

Training: Training at a 5-day workshop is essential. Project will conduct a summer workshop in New Jersey. A minimum of 12 schools must adopt/adapt in order for IPLE to conduct training session and follow-up consultations in that state.

## ADOPTION SERVICES:

- **training materials**
  Various brochures and report may be requested at no charge.

- **demonstration/ visitation**
  Demonstrations/visitations may be scheduled in New Jersey. Contact D/D for further information.

- **training capability**
  Training is available for potential out-of-state adopters as well as those within state. Contact D/D office for information.

## CONTACT:

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|---|---|
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| Diffusion Start: | 9/74 |

# PROJECT: RUMSON-FAIR HAVEN REGIONAL HIGH SCHOOL SENIOR ELECTIVE PROGRAM

## • description

The Senior Elective Program was designed by students and faculty during the summer of 1971. Initiated to update curriculum to complement an open-space building to be used exclusively by seniors, it included revamping the school calendar from 4 to 5 marking periods (called facets), each to conclude with a vacation period. Students are encouraged to telescope their traditional academic courses into the first three years of high school, thus leaving the senior year for CO mini-elective courses developed for the program. Each senior is required to complete an Independent Study Project or a Community Involvement Activity or participate in a Work Experience Activity. All seniors are randomly assigned to small discussion groups (or precepts) led by faculty members who provide support for the program and help students adjust. All seniors are allowed open-campus privilege.

No one teaching approach is required. However, teachers are encouraged to develop a series of educating methods conducive to their teaching in open-space areas. Careful guidance is needed to make certain that students who plan to continue their education have enough college units during their four years of high school.

## • target audience

12th-grade students (some phases of the program may be adopted to students in other secondary grades).

## • materials used

Adopting schools will be given permission to use any or all the mini-courses developed for the program. A compendium of these mini-courses is available at cost. A filmstrip presentation may be purchased outlining development, implementation, and evaluation of program. Full courses of study in social studies, industrial arts and business are being developed.

## • descriptors

elective and/or traditional classes, independent study, community-related activity and/or work experience, precepts, open spaces and open campus.

## • financial requirement

Replication costs will vary with staff and curriculum requirements of potential adopters. Provisions must be made for cooperative planning among students and staff. To some extent these costs could be a reallocation of current expenditures.

## • program evaluation

The program was evaluated through a series of tests that measured each objective. They included the Watson-Glaser Test of Critical Thinking, STEP in Social Studies, and several designed to measure students feelings about self, school, and community. Results were compared with schools with traditional curricula. (Project validated in 1974.)

## ADOPTION CRITERIA:

General Criteria: Potential adopters should conduct a needs assessment involving instructional personnel, administrators, Board of Education, and students. Administrators must commit themselves to assigning a program coordinator as well as necessary funds to begin and sustain program. Time should be given to staff to visit Rumson-Fair Haven District, talk to key personnel, the schedule maker, project director, and superintendent.

Staffing: The program is implemented by the classroom teacher supervised by a director (who can be a regular administrator).

Facilities/Installation: A school with traditional buildings can utilize all portions of this program. However, it is best suited for a building designed for open spaces with an open-campus philosophy.

Training: Project staff is available for initial and secondary awareness presentations. The school is open for visitations on a request basis and the project director, administrators, department chairmen, and teachers are willing to conduct seminars and workshops at sites of potential adopters. Adopters must bear cost of transportation and housing if they are located outside New Jersey.

## ADOPTION SERVICES:

- **training materials**

Final project report, filmstrip, Resource Compendium and Catalogue of Mini-Course Outlines are available. Text containing courses in social studies, business, and industrial arts is being developed.

- **demonstration/ visitation**

Visitations are scheduled frequently at the Rumson-Fair Haven Regional High School. Contact D/D office for appointment.

- **training capability**

Training is available for potential out-of-state educators as well as those within state. Contact D/D office for information.

## CONTACT:

Mr. Newton Beron, Director
Rumson-Fair Haven Regional High School
Ridge Rd.
Rumson, N.J. 07760

Development Begun: 7/71
USOE DRP Approval: 7/74
Diffusion Start: 3/75

EARLY CHILDHOOD/PARENT READINESS

## PROJECT: ADDED DIMENSIONS TO PARENT AND PRESCHOOL EDUCATION

### • description

ADDED DIMENSIONS TO PARENT AND PRESCHOOL EDUCATION has expanded activities of a suburban, public school prekindergarten program comprising 24 centers for 3 and 4 year olds. To a program focused in 5 developmental areas were added early intervention techniques, in part based upon developmental screening and home visits. Pre and post screening and assessment preferably are done at home. Preschool program implemented through differentiated teacher staffing and use of parents and others as teaching aides and bus supervis Parent involvement extends beyond the classroom; e.g., teacher-led discussion groups and individual conferences and advisory council service. The program can be economically self-supporting, while maintaining a 2 1/2-hour, 2-day-a-week program and a staff/child ratio ranging from an approximate low of 1/7 to a high of 1/10. Utilization of well-trained paraprofessionals should provide quality program within the means of most families.

Projects builds on belief children need prekindergarten experience, involving parents recruited for center work. Senior citizens/high school students also aid. Home visits by teacher assistants; during first, Denver Developmental Screening Test (DDST) is given. Individualized programs for children with lags in personal, social, language, gross or fine motor development. Multiply handicapped referred to 8 special education classes.

### • target audience

All children, ages 3 and 4, and parents. Present enrollment 2,900, or 40% of all county children ages 3 and 4.

### • materials used

Standard preschool materials/equipment. Denver Developmental Screening Test and Manual, revised (1970 ed., W.K. Frankenburg, M.D., et al., Univ. of Colo. Medical Center, 4200 E.9th Ave.,Denver Colo. 80220). Project-assembled Play Materials Lending Library enables parents to use educational materials at home; parents encouraged to construct homemade materials.

### • descriptors

Early childhood education, screening, diagnostic prescriptive, early diagnosis of disabilities, communication, parent involvement group counseling, differentiated staffing, home teaching, and interdisciplinary.

### • financial requirement

Cost per child per year is estimated at $153. Cost of one preschool center (160 children), with a home visiting component, estimated as $25,120. Estimated income from tuition (based on 150 children paying $17/month for 9 months) equals $22,950, allowing for 10 tuition waivers. Initially, there would be a negative differential of over $2,000; but as much of same equipment can be used yearly, the program should soon be self-supporting.

### • program evaluation

Validity studies showed paraprofessionals using the DDST correctly identified abnormal children 92% of the time. Comparison of initial test results with test given at the end of the year showed that benefits were derived from this early identification and subsequent intervention through individualized programming.

## ADOPTION CRITERIA:

General Criteria: Preschool program seeks those who fervently believe prekindergarten experience important and parental involvement the key to beneficial development. Ideally, people include parents and several influential school administrators. Public relations policy providing exposure in school newsletters and local papers especially necessary when preschool in beginning stage. Volunteers on parent advisory committee invaluable in charting directions and running interference for staff "non-believers." When more than three preschool centers develop, supervision and coordination are important to maintain high standards.

Staffing: Training requirements

Head Teachers: State certification with early childhood education emphasis; 10 hours in group discussion methods.

Teacher Assistants: Inservice training, minimum 10 - 15 hours, by resource specialist: 6 quarter hours in early childhood education; 10 hours in developmental screening; 3 hours in home visiting. Ongoing inservice in centers and district-wide for all staff in methods and techniques in early childhood education. Adopters should schedule released time for staff training. No teaching on Fridays enhances both training and other training possibilities.

Facilities Installation/Organization: Facilities and space used in churches, cottage schools, and elementary schools, with groups moved into schools as space permits. If school/church not available, public building will suffice. Advisable to remain part of public school for overall supervision, hiring of personnel, and use of other supporting services. Offering screening and diagnostic aid to young children via preschool setting should always be included. Also include from inception home visitation/parent education. A preschool may be combined with an existing kindergarten: 30 children, ages 3-6 would share a common classroom, teacher, and aide(s); progress according to maturity levels. Kindergarten children attend daily, but preschoolers only 2 days/week. Such combinations appear advantageous to children; also assist in financing since kindergarten shares costs of equipment/salaries. However, disadvantage is parent involvement less due to lack of teacher time. Tuition may be charged when state laws discourage use of public monies for prekindergarten.

## ADOPTION SERVICES:

### • training materials

Descriptive brochure and project booklet: no cost. Early Childhood Program Guide-First Level (Revised): $7.50. Teacher and Parent Handbook: $2.50. Toy Lending Library Manual: no cost. Parent Involvement Handbook: in development.

### • demonstration/ visitation

One-day Awareness Workshops in Lakewood, Colo., near Denver, available for potential in-state and out-of-state adopters, on the second and fourth Tuesdays of Oct. and Nov., 1975, and Jan. 1976.

### • training capability

A minimum of two days training at adopter sites, with follow up as necessary on site, also available.

## CONTACT:

Mrs. Betty Benjamin
Early Childhood Coordinator
Jefferson Co. Public Schools
1209 Quail Street
Lakewood, CO 80215
(303) 237-6971 ext. 346

# PROJECT: COGNITIVELY ORIENTED PREKINDERGARTEN EXPERIENCE (PROJECT COPE)

## • description

Project COPE, a comprehensive early learning program, is designed to enhance the intellectual, language, and socio-emotional development of participating children. Based on the child's skills and development at entry, he/she attains progressively more advanced objectives through use of hierarchically sequenced instructional levels. The program's activities are divided into two complementary domains: the developmental curriculum and the achievement curriculum. The developmental curriculum includes activities to facilitate growth in perceptual-motor, conceptual-language, and socio-emotional development areas. The achievement curriculum contains units of instruction in five areas: reading, mathematics, science, social studies, and health/safety. Program objectives are pursued in varied learning situations including individualized instruction, small- and large-group, instruction, and free-inquiry experiences.

## • target audience

COPE is appropriate for use with prekindergarten, kindergarten, and transitional first-grade students. Children from low- and middle-income families and those with specific learning disabilities have successfully participated in COPE.

## • materials used

Instruction manuals for both the developmental and achievement curricula are available. These may be adopted/adapted together or as separate units.

## • descriptors

early childhood education
diagnostic-prescriptive
learning disabilities
basic skills
preception

## • financial requirement

Start-up costs will run approximately $70.00-$80.00 per child for equipment and supplies. This figure is based on the operation of two classes. Continued yearly maintenance will run about $30.00 per child.

## • program evaluation

In data for two years, participating children demonstrated respectively gains of 3.20 & 2.61 months/month of attendance as measured on the Slosson Intelligence Test. In these years statistically significant gains were achieved in language development as measured by the Peabody Picture Vocabulary Test, the Verbal Language Development Scale, & in socio-emotional development as measured by the Vine Social Maturity Scale.

## ADOPTION CRITERIA:

General Criteria: Criteria set for potential adopters include: Education need by potential adopters should have been established through an ongoing needs assessment or a new study. Instructional personnel implementing the adoption should be involved in the decision to adopt. Administrative commitment should be demonstrated by: (1) investment of the human, physical, and financial resources necessary to begin and sustain the program: (2) released time for staff development on a scheduled basis; (3) funds budgeted for travel of key personnel to D/D site.

Staffing: Project COPE is designed to be implemented by classroom teachers who have undergone adopter staff training. One classroom teacher and two full-time teacher aides are required to fulfill a 1:8 adult-pupil ratio: Specialized staff not required to implement the program. Aides may be parent or adult volunteers or college or high school students participating as a requirement of their instructional program.

Facilities/Installation: Facilities and space found in most typical elementary schools will be adequate. Within the space available, arrangements can be made for individualized and small- and large-group learning experiences. A list of suggested instructional materials is provided by Project COPE. No instructional equipment is needed beyond that usually found in elementary schools.

Training: Staff training is necessary prior to adoption/adaptation of Project COPE. Training is provided within the format of a workshop designed to involve teachers and administrators in the process of curriculum adoption/adaptation, implementation, evaluation, and reconstruction as a vehicle for piloting and institutionalizing Project COPE in their schools and communities.

## ADOPTION SERVICES:

- **training materials**

  Various awareness materials are available gratis. An in-depth descriptive booklet and audiovisual presentation will soon be available at cost for potential adopters/adapters.

- **demonstration/visitation**

  Demonstrations/visitations are scheduled frequently at Project COPE. Contact Developer/Demonstrator office for schedule.

- **training capability**

  Training Workshops are available for potential adopters/adapters. Contact Developer/Demonstrator office for information.

## CONTACT:

Dr. Russell A. Dusewicz, Director
Ms. Mary Ann O'Connell, Training Coordinator
Project COPE
Educational Devel. Center
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West Chester, Pa. 19380
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Development Begun: 8/72
USOE DRP Approved: 5/75
Diffusion Start: 7/75

# PROJECT: DALE AVENUE PROJECT

## • description

The Dale Avenue Project provides a threefold program for pupils in prekindergarten through third grade. Performance objectives based on an extensive needs assessment of preschool pupils, provides (1) a minimal, developmental, sequential early childhood curriculum in ten areas; (2) a pre and post test; (3) a device for grouping, individualizing, record keeping, parent reporting and summarizing year's skill mastery. A unique 45-minute reading program homogeneously groups children with specific needs with either classroom teachers, aides, or special area teachers. The program also involves parents as tutors, tour guides, members of advisory council, in PTA and workshops.

The project supports a wide variety of teaching and learning styles, but much of teaching is through games and play situations with individual children and small groups. Performance-objective test data in ten areas determines where the children are in the curriculum and which children should be grouped together.

## • target audience

Prekindergarten through third grade. The program is utilized in urban and suburban areas because it provides a management system for individualization.

## • materials used

Only the Dale Avenue performance objective materials that are sold at cost are required when the program is adopted. Most of the other materials that will enhance the program, such as tapes, records, stories, puzzles, clay, blocks, beads, language development cards, are usually found in an early-childhood classroom.

## • descriptors

developmental performance objective curriculum, diagnostic testing, individualized and small group instruction, unique 45-minute per day reading program, parent involvement.

## • financial requirement

The cost of replicating the program is basically that of staff training and follow-up monitoring. After the initial start-up investment of $28.00 per classroom teacher for materials and the cost of staff training, the program's maintenance cost should not requi an increase in the current operating expenses of most districts.

## • program evaluation

Evaluation data show that participants in the Dale Avenue program make significant gains in I.Q., which brings mean of group to national norm by end of kindergarten. These gains are maintained through fourth grade. The participants in the program are at the national norm in reading and math by first grade and mean of group is still at or above national norm by fourth grade.

## ADOPTION CRITERIA:

General Criteria: In order to replicate the program, the staff of a consumer district must agree to (1) use the Dale Avenue performance objectives as the curriculum; (2) plan for implementation of the program in prekindergarten or kindergarten the first year and extending it through third grade in subsequent years; (3) submit to Dale Avenue Project staff the educational needs to which the program will be addressed; (4) select a coordinator to serve as liaison person; (5) for each classroom teacher who will be using the program, purchase Dale Avenue Performance Objectives Manual and Teacher's Guide, Record Book, Box of Learning Activities, and Test Manual, and for each consumer district purchase one copy of Administrator's Manual; (6) select and arrange for staff and other representatives of district to attend the 2½-day training program; (7) if consumer is out of New Jersey, provide travel and lodging expenses for trainers.

Staffing: The program is implemented by classroom teachers, aides, volunteer parents and students, and any special area (music, art, physical education, speech, etc.) teachers if they are available.

Facilities/Installation: Facilities and space found in any typical elementary school will be adequate; spacing requirements for small-group and individual instruction can be worked out in regular classrooms. No additional instructional equipment is needed beyond that usually found in early childhood classrooms.

Training: 2½-day training workshop is considered necessary prior to implementation. Four on-site visits to consumer district will be made following implementation.

## ADOPTION SERVICES:

### • training materials

30-min., 16mm color film and overview brochure -- no cost. In-depth final report, Performance Objectives Manual and Teacher's Guide, Box of Activities, Test Manual, Record Book, Administrator's Guide and Special Area Performance Objectives Manual are available at no cost.

### • demonstration/ visitation

Demonstration/visitations are scheduled every Tuesday from October through May. Contact D/D for information.

### • training capability

Training is available for potential out-of-state adopters as well as those within state. Contact D/D office for information.

## CONTACT:

Mrs. Helen B. Hanson
Project Director
The Dale Avenue School
Title III Project
21 Dale Avenue
Paterson, NJ 07505
(201) 271-3375

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|---|---|
| Development Begun: | 10/70 |
| USOE DRP Approval: | 1/73 |
| Diffusion Start: | 9/73 |

# PROJECT: EARLY CHILDHOOD PREVENTIVE CURRICULUM DEMONSTRATION CENTER (ECPC)

## • description

The project focuses on high-risk 1st-grade pupils through an individualized diagnostic-prescriptive curriculum. High-risk children are those who have normal capacity to learn but who begin 1st grade lacking prereading perceptual skills and exhibit poor concept and/or oral language development. The project seeks to develop in these pupils the perceptual, cognitive, and language skills needed to respond successfully to beginning reading instruction. Classrooms are established as primary learning laboratories in which the environment, management, and materials facilitate small-group instruction and independent learning. Teachers receive special training in diagnostic-prescriptive teaching skills and individualizing instruction.

Using results of prereading assessments, the teacher prescribes for prereading perceptual needs. Reinforcement, self-correction, self-direction for learning, prereading and listening skills are interwoven in a full-day 1st-grade program that includes small-group reading instruction.

## • target audience

Primarily for identified 1st-grade pupils, but can be successfully used with primary learning-disabled children or any child whose prereading perceptual skills development has limited beginning reading.

## • materials used

Curricular materials ordinarily in use in a 1st-grade program are used in ECPC approaches. Materials are coded to assessment system so that all children have educational prescriptions to enhance learning to read. Materials include: Teacher Guide, Catalog of Instructional Resources, Games Guide, Listening Lessons Guide, and Implementation Manual.

## • descriptors

diagnostic-prescriptive
beginning reading
early childhood
teacher training.

## • financial requirement

Commercially produced tests must be purchased. A diagnostic-prescriptive assessment system developed by the project is provided to adopters. Basic equpment and material costs will vary depending on existing resources. A suggested minimal list is provided. Redirection of existing fiscal resources rather than added cost is the fiscal key. Reduction of student:teacher ratio to 20:1 and cost of paraprofessional aide must be considered.

## • program evaluation

Cognitive Abilities Test and Clymer-Barrett Prereading Battery are pre- and post-test measures. Post-test with Stanford Achievement Test, Paragraph Meaning is also used. Matched and random control populations scored statistically significantly lower on post-tests.

## ADOPTION CRITERIA:

General Criteria: Any school teacher or administrator concerned about the high rate of failure in learning to read among the 1st-grade population should be interested in the ECPC program. Teachers who are capable and not afraid to try a new approach to help children learn will derive satisfaction from implementation.

Staffing: Any experienced primary teacher may implement the program following training. A support-resource person (curriculum specialist, reading teacher/coordinator, psychologist) knowledgeable in the program should be available to advise and assist the teacher when needed. A full-time paraprofessional aide is required for full implementation.

Facilities/Installation: Any primary classroom can be used to create a pupil learning-centered environment. No special equipment is necessary, but a kidney-shaped table, listening stations, and tape recorders are helpful in facilitating small-group and individualized instruction.

Training: Attendance at a 5-day workshop is essential to obtain the necessary information and experiences to adopt the program. Training included practical experience with use of systematic approaches to a diagnostic-prescriptive curriculum.

## ADOPTION SERVICES:

- **training materials**
  Awareness brochure, in-depth awareness kit including program description, adopter needs assessment, program component guide, adopter cost estimation worksheet, training guidelines, and adopter agreement form.

- **demonstration/ visitation**
  Visits are scheduled as requests are made. Visitation consists of classroom observation and in-depth orientation.

- **training capability**
  Training is designed to enable adopters to implement the program at home site. Self-checklists assist trainees in determination of learning derived from the training.

## CONTACT:

Nathan Farber, Project Manager
Early Childhood Preventive Curriculum Demonstration Center
150 N. E. 19th Street
Miami, FL 33132
(305) 350-3712

Development Begun: 7/70
USOE DRP Approval: 19/74
Diffusion Start: 7/73

# PROJECT: EARLY PREVENTION OF SCHOOL FAILURE

## • description

The goal of the Early Prevention of School Failure project is to prevent school failure through early identification and remediation of developmental learning deficiencies in children ages 4-6 that would adversely affect their school performance. The goal is achieved by successful accomplishment of these objectives:
To screen all children ages 4-6 prior to their initial enrollment in school in order to identify their learning styles and identify those children with learning problems. To provide professional services to teachers and parents so they acquire skills and competencies in providing successful learning experiences for all children (talented, learning disabled, etc. ). To provide special education services for children identified as having moderate or severe learning problems.

A teacher may continue to use any strategy found successful but provide 20 to 30 minutes daily for small-group and/or individualized activities for all pupils based on screening results.

## • target audience

Screening and curriculum program appropriate for children ages 4-6. Teacher and parent training program included.

## • materials used

Schools may purchase in English or Spanish, at cost, the following: (1) Kindergarten Screening Manual, (2) Portable Resource Kit Guide, (3) Building Readiness Through Perceptual Skills Guide, (4) Developmental Materials for Learning Center Guide, (5) Recipes for Homemade Teaching Materials, (6) In Touch With Parents training folder, (7) Leadership Training Filmstrips, Tape and Guide, (8) Aprendomas Juntos Guide, and (9) Staff-developed screening kit.

## • descriptors

early childhood education
special education
interdisciplinary
bilingual/bicultural
(Spanish).

## • financial requirement

Cost of 3-day leadership training for school district team of a minimum of four persons trained at project site and/or local school site. One set of curriculum guides at $10 per set for each team member involved in leadership training program. One screening kit for each school district at $39.50. Cost of substitutes for a one-day follow-up inservice training for adopter school district team.

## • program evaluation

Evaluation data demonstrate that achievement growth in all modality areas exceeded project objectives. Further, children initially identified as having severe learning problems made sufficient achievement gains to establish that school failure can be prevented when learning problems are identified early and special education assistance is provided as an integral part of total learning program.

## ADOPTION CRITERIA:

General Criteria: The adopter school district should have a knowledge of the Early Prevention of School Failure program to determine if project objectives appear to meet local needs. The adopter school district may elect to visit the project site to gain further information. The adopter school district will indicate administration commitment to adoption. The Early Prevention of School Failure staff will provide a one-day follow-up visit to each adopter school district to provide supportive services to staff, children, and parents. The adopter school district team will be involved in a three-day Leadership Training Workshop and a one-day follow-up inservice day during the school year.

Staffing: The program is implemented by regular classroom teachers with the assistance of special staff members. Special staff services may be flexible in time and organizational structure.

Facilities/Installation: No additional physical facilities or instructional equipment are required other than what is usually found in the regular classroom.

Training: The adopter school district will involve a team of at least four persons in a three-day Leadership Training Workshop at the project site and/or the school district site. Team members to be trained include: kindergarten and/or first-grade teachers, school administrator, parent, and special education teacher or psychologist.

## ADOPTION SERVICES:

- **training materials**
  Awareness brochure, leadership training kit with filmstrip and tape, Screening Kit, and seven project-developed Curriculum Guides are available at cost. One set of all training materials costs less than $100.00; items may be purchased separately.
- **demonstration/ visitation**
  Visits are scheduled to the project site the second week of each month for one-day awareness and demonstration of the program. A three-day Leadership Training Workshop for adopter school districts is available. Contact D/D for specific dates, etc.
- **training capability**
  Training conducted at project site in Illinois or out-of-state as determined by adopter district and state facilitator. After training of leadership teams, they may train other staff members in their districts.

## CONTACT:

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Peotone, Ill. 60468
(312) 258-3478

Development Begun: 7/71
USOE DRP Approval: 6/74
Diffusion Start: 7/74

**PROJECT:** FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY PERSONALIZED (Seton Hall Preschool)

## • description

Family Oriented Structured Preschool Activity was designed to involve all parents and 4-year-old children in preschool activities that stimulate and reinforce family interaction. The curriculum is "guided-discovery-learning" type in which parents are facilitators in the process. Parents accompany child to a center and spend part of their time with the child at child-selected learning stations and another part with other parents and a staff member developing skills that enable them to be more effective teachers of child. Parents provided with packets of materials to use with child at home. Parents and child involved in 13-hour orientation program at beginning of year, then return to center once a week for an hour to exchange activity kits and materials; children participate in early childhood activities while parents participate in discussion group.

Program is designed for individualization -- parents teaching the child in center using learning stations, and at home using activity kits. The materials are developmental, with emphasis on cognitive. Parent discussion groups focus on teaching methods, child development, self-concept, child-management, and parenting.

## • target audience

All four-year-olds and their parents -- the year before child goes to kindergarten. Philosophy and process now being used effectively in 4 kindergartens.

## • materials used

Materials provided by program include: Activity Kits, Preschool Diagnostic Battery, learning stations, Parent Handbook, newsletter, toy-lending library, parent resource center, Teacher's Manual.

## • descriptors

early childhood education, cognitive, parent involvement, individualized, affective, parent as teacher, parent discussion group, at-home learning environment, early ident. of disabilities.

## • financial requirement

Year 1, including training, start-up costs, and operational costs for 270 families would be $225.00 per family. Year 2 total cost would be $159.00 per family. Can be reduced by serving as many as 450 families. Process can be coordinated with existing kindergarten and serve 50-60 families with a 30% saving.

## • program evaluation

Children involved in "at-home" phase of FOSPA for 3-8 months will have significantly higher mean post-test scores on Preschool Diagnostic Battery than post-test scores of age-matched children with no program involvement. Parents indicated growth in confidence as parents, as teachers of child, and in dealing positively with school.

## ADOPTION CRITERIA:

General Criteria: This program can be used effectively with any four-year-old and parents; will yield significant results. District must be committed to concept of parental involvement in school. Staff selected for project must be composed of people who work comfortably as team and believe that parents with teacher training and materials can be very effective teachers of their children, that home learning environment is important to child's academic achievement, that positive family relationships are very important to development of good self-concept.

Staffing: One early childhood teacher, one parent coordinator, one aide, and one clerical/secretary can work effectively with 400 families provided instructional area is very well equipped. At beginning, 1/3-time director would be helpful to set up systems, do dissemination/public relations. Activity for 50-60 four-year-olds and their parents has been integrated effectively into an existing kindergarten using kindergarten teacher, part-time parent coordinator, and aide.

Facilities/Installation: A large open room is desirable, with usual early childhood equipment areas around periphery for learning stations and another room for parent discussion group. Discussion room should be sufficient to accommodate 20-25 persons and shelving for Activity Kits and materials, toy library, parent resource center. The usual audio/video equipment found in a school should be accessible.

Training: Five days of on-site training at Seton Hall for teacher, parent coordinator, and director, (if available). Two days of consulting by project staff at replication site. Staff training for replication sites under development.

## ADOPTION SERVICES:

- **training materials**

Awareness materials may be requested at no cost to potential adopters. Audiovisual presentation rental ($10.00); for purchase -- Parent Handbook ($5.05), Teacher's Manual ($19.65), Learning Stations ($2.55), Activity Kits ($17.50); purchase & read prior to training.

- **demonstration/ visitation**

Demonstrations/visitations scheduled frequently at Seton Hall Project in St. Cloud.

- **training capability**

Training available for in-state and out-of-state adopters. Will train staff for entire process or part that fits needs.

## CONTACT:

Ms. Elaine Wray
Project Director
Seton Hall Preschool
1204 7th Street South
St. Cloud, Minn. 56301
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Development Begun: 7/72
USOE DRP Approval: 5/75
Diffusion Start: 7/75

# PROJECT: PROJECT HOME BASE

## • description

PROJECT HOME BASE is founded on the belief that the parent is the child's first and best teacher. It is aimed at supporting and enhancing the parent's teaching/parenting behavior and thereby influencing development of the child's growth/learning potential. The central feature of the project is a weekly home visit by a paraprofessional parent educator who presents the mother with a task selected to meet the developmental needs of the child and gives the mother information about child growth and development, health care, etc. As a result of these contacts, the mother should be better able to identify and meet her child's developmental needs. As the child's developmental needs are identified and met, his growth/learning potential should be positively affected. The child will be better prepared to learn and will become a more efficient and effective learner.

## • target audience

Parents and their young children ages 8 months through 8 years.

## • materials used

Home learning activities (tasks) are designed to develop intellectual skills and encourage language and perceptual growth. These may be produced locally or project produced tasks are available. The use of "at-home" inexpensive learning materials allows flexibility in tasks without increasing cost to program or families.

## • descriptors

early childhood education
home teaching
parent involvement
screening.

## • financial requirement

Initial implementation cost is about $13 per learner (based on 200 mothers and 300 children). This includes preservice training, equipment, and travel. Yearly operational cost for 500 learners is about $160. The largest percentage of that cost figure goes for salaries. Overhead is kept to a minimum by use of an unused classroom for staff offices and using local auditoriums for large-group meetings.

## • program evaluation

The principal project objectives have been consistently met. (1) Home Base children entering Head Start performed better on the Preschool Inventory (ETS, Princeton, N.J., 1967) than non-H.B. children. (2) Home Base children completed 92.5% of the tasks taught them by mothers. (3) Home Base mothers increased their use of desirable teaching behaviors as measured by a locally constructed Directed Observation Instrument.

## ADOPTION CRITERIA:

General Criteria: The three principal negotiable criteria for potential adopters/adapters are: (1) The delivery system of the home visit must be properly facilitated. (2) The training program for the parent educators (paraprofessionals) must help them assume their role, which is to serve as facilitator of support and enhancement of parenting/teaching behavior and through that to influence development of the child's growth/learning potential. (3) The development of learning tasks (lessons) to be produced or purchased.

Staffing: Staff for an ongoing home intervention/parent education project serving 500 learners (200 mother, 300 children) would include a full-time administrator, secretary, 10 paraprofessionals, and half-time psychologist.

Facilities: Use of the home as the basic learning center minimizes the need for educational facilities. An unused classroom is used for staff offices. Local auditoriums are used for large-group meetings.

Training: The preservice and inservice training of a parent educator is extremely important and is accomplished by two approaches. Each parent educator is trained individually and also takes part in group sessions. Group training sessions are held prior to home visits in the fall, and at least weekly during the remainder of the year.

## ADOPTION SERVICES:

### • training materials

Awareness brochures, dissemination packets, and evaluation reports are available at no cost. Annotated bibliography of tasks and sample sets are available at normal cost.

### • demonstration/ visitation

On-site visitations and training are most effective. However, off-site demonstrations and training are possible. Contact D/D.

### • training capability

The training program for the parent educator and the delivery system of the home visit are essential for adopters. 2-5 days training necessary, depending on needs of adopter.

## CONTACT:

Mrs. Carol Jackson, Dir.
Project Home Base
Yakima Public Schools
104 N. 4th Ave.
Yakima, Wash. 98902
(509) 575-3293

Development Begun: 7/71
USOE DRP Approval: 1/75
Diffusion Start: 7/75

# PROJECT: HOME START: FAMILY-CENTERED PRESCHOOL ENRICHMENT

## • description

There are three basic and optional Home Start models: (1) Vertical Home Start (VHS) provides enrichment to children 2-5 years. Weekly one-hour home visits from the basic home-school relationship. Parents and home worker foster natural and spontaneous learning, supplemented (where indicated) by more comprehensive services from community agencies. (2) Horizontal Home Start (HHS) is a single year of prekindergarten enrichment. HHS activities center about classroom enrichment utilizing Piagetian activities that focus on sequenced enrichment in seriation and classification (20-35 minutes) followed by total-group, small-group, and individualized activities according to needs of individual children. (3) On-Call Consultation model wherein trained preschool teachers (1 for each 35-50 families) confer with parents who request information concerning their children's growth and development.

Program emphasizes shift from exclusive attention within home and parents during early years to shared involvement of preschool teachers in prekindergarten classroom. Individualized strategies focus on basic as well as affective and cognitive needs and utilize achievement testing to determine preschool child's readiness profile.

## • target audience

Children ages 2-6 and their families.

## • materials used

Iowa Test of Preschool Development, Strengthening Home Start for the Early Years, Learning Readiness System and LRS Seriation Test, games, activites, and books selected via diagnostic statement for each child. Program child's learning requirements in various readiness areas, manual and teacher guides, learning activities kit (adaptable for optional use with overhead projector), parent and home worker guides.

## • descriptors

home teaching, parent involvement, early identification of disabilities, early childhood, disadvantaged, behavioral analysis, diagnostic-prescriptive, differentiated staffing, individualized instruction

## • financial requirement

Amount depends on available personnel. If no preschool program exists and total start-up required, per pupil cost will be $675.50 for VHS. HHS per pupil cost between $268.56 and $402.85. If preschool program exists, costs minimal for materials and inservice released time.

## • program evaluation

First-grade Primary Mental Abilities (PMA) scores of VHS children and their older non-Home Start siblings were conducted approximately 18 months after completion of program. Results revealed that Home Start children secured higher scores than siblings on 3 of 4 PMA subtests and on total PMA scores.

## ADOPTION CRITERIA:

General Criteria: Support of educators, parents, community, school board (or agency board where appropriate) for preschool or individualized kindergarten programming with a family emphasis. Experienced preschool or lower elementary professional motivated to implement program. Availability of paraprofessional aides (optional). Availability of specific curricular material. Funding capabilities to support program and physical space available for programming.

Staffing: Optional, depending on model selected. VHS model requires part-time director who coordinates efforts with building principal where program is housed. VHS also requires half-time secretary, social worker, 4 paraprofessional teacher associates, and contracted psychological services (optional). HHS program anticipates that building principal will administer program and half-time secretary will be employed. In addition, 3 certified preschool or lower elementary skills teachers and 3 teacher associates are needed, as well as consulting psychologist. Finally, On-Call Consultation model assumes bldg. principal will be responsible for administering program and that half-time secretary and 3 certified preschool and/or lower elementary teachers will be employed. Particularly in large city school system, administration is frequently carried out cooperatively by building principal and central administrator, such as director of federal programs.

Facilities/Installation: For VHS and On-Call Consultation models, no special arrangement is necessary. It is desirable that HHS have large, kindergarten-size classroom for each 30 pupils served. No additional special facilities or equipment are required.

Training: Special inservice training is essential to the success of program. Degree and extent of training depend on model to be adapted.

## ADOPTION SERVICES:

### • training materials

Awareness brochures, information packets, tests and manuals to assess readiness of children from 2-5 years (Iowa Preschool Development: Learning Readiness System Seriation Test), videotape of home-based instruction, filmstrip program available for 2-week loan, transparencies.

### • demohstration/ visitation

Demonstrations held at project sites on scheduled basis. Contact D/D for specific dates and times. Several dissemination trips planned; contact D/D for information. Visitors may participate in home visits any day or visit a Waterloo school any day except Wednesday. All asked to call school prior to visit.

### • training capability

Flexible training sessions range 2-5 days. Each session deisgned to accommodate staff for VHS, HHS, or On-Call Home Start. D/D prefers inservice training at adopter site. Out-of-state training available; contact D/D for information.

## CONTACT:

Dr. Steven Holbrook, Director
Div. Research, Evaluation, Development
Waterloo Community School District
1516 Washington Street
Waterloo, Iowa 50702

Development Begun: 2/74
USOE DRP Approval: 6/75
Diffusion Start: 8/75

# PROJECT: PARENT READINESS EDUCATION PROJECT (PREP)

## • description

The Parent Readiness Education Project (PREP) is a preschool program that teaches parents how to enrich their home environment and better prepare their children for school entrance. High school students also participate in both teaching and learning. The first objective is to identify children with potential learning problems and develop a plan of intervention. All children are tested during the year prior to kindergarten entrance; preference for admission was given to children with younger siblings. 48 children attend class once a week while their mothers attend a separate class. Classroom activities and prescriptive home activities are selected in Expressive Language, Visual Skills, Auditory Skills, Small-Muscle Coordination, Large-Muscle Coordination, Enhancing the Self-Concept, and the World Around Us. A second goal is to teach parents how to develop in their children skills necessary for future academic achievement through specific activities and an enriched environment. Mothers attend classes one morning each week and help with daily home assignments; both parents attend a series of evening parent-group meetings with a social worker. Parents are encouraged to develop positive self-concepts and a "can do" attitude. The third project goal is to train high school students for their future roles as parents through practical experiences in working with preschool children.

## • target audience

preschool
parents
high school students.

## • materials used

educational materials
parent-made materials
household materials
parent resource library
staff-developed home activites.

## • descriptors

early identification
preschool
early intervention
parent education
training for parenthood
prescriptive teaching.

## • financial requirement

Low to moderate budget
Staff salaries for 2 part-time teachers
Secretarial assistance
Equipping a classroom: under $2,000
Observation room: approx. $1,500
Materials and Supplies: $2,000
Transportation.

## • program evaluation

Research and evaluation data indicate that highly significant gains were made by participants in comparison to a matched group of nonparticipants.
The U.S. Office of Education has designated PREP as a model worthy of replication in school districts throughout the U.S. Innovative, cost-effective, replicable, it has good research, design, and results.

## ADOPTION CRITERIA:

The adopting district will give evidence of commitment and support of the basic model by demonstrating willingness to adopt the existing model entirely or adapt it subject to approval of PREP staff. Important items include screening, staffing patterns, facilities, data gathering, and parental involvement.

Adopters will be expected to attend periodic meetings at the PREP site.

Advantages of the Parent Readiness Education Project:

- emphasizes early identification and prevention
- reaches more children
- affects younger siblings positively
- enriches home environments
- prepares high school students for future parental roles
- promotes school-community relations
- increases parenting skills.

PREP requires little institutional change and is usually an addition to existing K-12 program.

## ADOPTION SERVICES:

### • training materials

A complete Handbook is available. The manual answers the questions most frequently asked and provides detailed information on all aspects of PREP.

### • demonstration/ visitation

Information sessions are held the second Friday of every month. Visitors welcome by appointment.

### • training capability

The PREP staff is available to conduct training at the PREP site.

## CONTACT:

Diane K. Bert, Director
Redford Union School Dist.
18499 Beech Daly Road
Redford Township
Detroit, Mich. 48240
(313) 535-2000

# PROJECT: SATURDAY SCHOOL: Parent-Child Early Education Program

## • description

SATURDAY SCHOOL is a school and home learning program for all district four year olds, including those with special problems or handicaps.

The program involves four-year-old children in a 3-hour Saturday School and weekly home teaching visits. Emphasis is placed on early identification and treatment of problems; ALL children are tested and consultants and/or specialist-teachers appropriately follow through.

Parental involvement is also stressed both at home and school: parents conduct small-group instruction periods at school on Saturdays, provide informal learning experiences at home, and participate in home teaching visits. Weekly "Home Activity Guides" provide parents with ideas for at-home learning activities.

Teachers use a defined skills checklist as a basis for instruction. Test information and observation by teachers and specialists aid children considered to have handicaps or possible learning problems.

## • target audience

Preschool children
Kindergarten children

## • materials used

Adapting schools will be given permission to reproduce the Home Activity Guide and other materials used with parents. A curriculum guide and other descriptive booklets are available for staff.

## • descriptors

early education
home-school partnership
diagnostic-prescriptive teaching
identification, service, and mainstreaming of handicapped children.

## • financial requirement

Program costs vary from $175 to $200 per child during the program years. Start-up costs average $36.50 per child.
Part-time teaching staff works with the 700 children and their parents. Only the director and secretary are employed on a full-time basis.
Educational materials are reusable.

## • program evaluation

44 objectives pertaining to children, parents, and staff. Evaluation data show average gains of all students in 8-month program:
- 16 months intellectual growth
- 15 months in language development
- 12 months in visual-motor skills

Gains of lowest third of children:
17 months, 20 months, and 16.5 months respectively.

## ADOPTION CRITERIA:

Among criteria set for potential adopters are: Informal needs assessment by the district. Administrative commitment demonstrated by the following: (1) investment of human, physical, and financial resources necessary to begin and sustain program; (2) involvement of staff in decision to adopt; (3) released time for staff development on scheduled basis; (4) funds budgeted for travel of key personnel to D/D site; (5) evaluation of program results.

Staffing: The program is implemented by half-time certified teacher and teacher specialists. Principals, supervisors, and teachers need to be involved in training.

Facilities Installations: Facilities and space found in any typical kindergarten classroom will be adequate; spacing requirements for small-group and individual instruction can be worked out in regular classrooms and other locations within a school on Saturday. No additional instructional equipment is needed beyond that usually found in elementary schools.

Training: Some adopter staff training is considered necessary both prior to and during implementation. On-site 2-day institutes are offered prior to implementation. Follow-up on-site training may be arranged at adopter sites, depending upon adopter needs.

On-site visitation will be more profitable if potential adopters from district represent a cross-section: administrators, teachers, special education specialists, parents, and school board members.

## ADOPTION SERVICES:

### • training materials

Awareness brochures, teacher and parent materials, in-depth descriptive booklets, evaluation reports available at modest cost. Complete packet of materials, $19.00. Filmstrip/tape rental, $8.50; purchase, $48.50.

### • demonstration/ visitation

Six 2-day training institutes provide on-site observation and study. Other visits can be arranged. Saturday School dissemination team available for out-of-state workshops. Contact D/D for specific dates and times.

### • training capability

On-site Mini-Institute
At-your-site workshop
Follow-up services provided to adopters, depending upon need.

## CONTACT:

Ms. Marion Wilson, Director
Parent-Child Early Education Program
Ferguson Reorganized School District
655 January Avenue
Ferguson, Mo. 63135
(314) 521-2000, ext. 462

Development Begun: 7/71
USOE DRP Approval: 6/74
Diffusion Started: 8/74

# PROJECT: STRATEGIES IN EARLY CHILDHOOD EDUCATION

## • description

STRATEGIES IN EARLY CHILDHOOD EDUCATION was established to bridge the gap between preschool, kindergarten,and first grade by establishing a continuous growth program. Upon entering kindergarten, all pupils undergo a comprehensive screening program that assists teachers in planning for individual needs. Prescriptions are then generated to help children meet developmental and sequential objectives. A prescriptive guide and learning centers are integrated to key in on individual prescriptions. The pupil's progress is recorded on individual and class charts to facilitate organizational procedures.

Program objectives are developmentally outlined, and activities and learning centers are established to develop auditory, visual, motor, and verbal language skills leading into reading, math, and language development.

## • target audience

All students in grades K-2 complete sequential programing in preacademic and academic skills.

## • materials used

Materials provided by the program include:
Project Overview Booklet
Criterion-Referenced Screening Instrument
Chart of Sequenced Objectives
Record system
Prescription Guide
Implementation Manual.

## • descriptors

individualization
diagnostic-prescriptive
learning centers.

## • financial requirement

The cost per classroom is about $75 per classroom which includes project and instructional materials and inservice costs. Released time for inservice training by project staff is necessary. Approximately $50 is allotted for learning center materials. Continuing costs are minimal.

## • program evaluation

A series of comprehensive evaluation reports indicate that project objectives were met, along with increased standardized test scores for project kindergarten and 1st grade children. The project was validated over a 3-year period in 5 participating school districts.

## ADOPTION CRITERIA:

General Criteria: The project is involved in training kindergarten and 1st-grade teachers interested in individualization and diagnostic-prescriptive teaching in an informal learning environment. Teachers and administrators should be involved in decision to adopt. A minimum of ten classrooms is essential for out-of-state adopters but a consortium of districts is also possible.

Staffing: The project does not require additional staff, though it is helpful to have a teacher aide or parent volunteer to assist in initial stages. Additional coordination and leadership at district level to coordinate screening, secure materials, and plan further local workshops are essential.

Facilities/Installation: Regular commercial and classroom instruction equipment is adapted to project objectives. Costs for materials are for teacher-made activities for learning centers. The project can be implemented in traditional and open-classroom settings.

Training: Inservice training and workshops are essential. Administrators should also be involved in initial awareness sessions. Training usually begins with an initial 2-day workshop with periodic follow-up sessions at varying intervals. The training sequence is flexible in order to fit needs of adopters.

## ADOPTION SERVICES:

### • training materials

Awareness brochure and project overview are available without charge. A video presentation is also available upon request.

### • demonstration/ visitation

Awareness sessions for potential adopters can be scheduled. Visitations to the project classrooms are also encouraged with 2 weeks notice. Contact D/D.

### • training capability

Inservice training is available on a national level. Adopters may also adapt portions of the project to existing programs.

## CONTACT:

Mr. Robert Schramm, Dir.
Cooperative Educational
Service Agency 13
908 West Main Street
Waupun, Wisc. 53963

Development Begun: 12/70
USOE DRP Approval: 5/74
Diffusion Start: 7/74

ENVIRONMENTAL

# PROJECT: ECOS TRAINING INSTITUTE

## • description

The ECOS Training Institute offers three-day workshops in a process of curriculum design using environmental education as a model. This curriculum design process has infusion as its core. The ETI process has proven effective on a national level in assisting diverse local school districts to meet their educational priorities (e.g., environmental education, career education, among others).

Participants will be actively engaged in curriculum design, stewardship, and community-classroom interaction.

The program adapts to any teaching style because the teacher uses her/his existing program to involve students in environmental studies and activities.

## • target audience

grades k-12, teachers, administrators, community representatives. Participants will develop curriculum guides for any subject.

## • materials used

K-12 curriculum materials are available to participants as a resource.

## • descriptors

curriculum development, environmental education, interdisciplinary, teacher training, community involvement, problem solving, decision making, basic skills.

## • financial requirement

No charge for training or materials.

Cost to district depends on whether it elects to implement environmental monitoring programs.

## • program evaluation

Using attitudinal tests developed by project evaluators, middle and high school students from suburban and rural backgrounds reflected a high degree of environmental awareness when compared to similar students whose teachers were not trained by ECOS.

Cognitive tests administered by local school show no loss of learning for students participating in environmental programs.

## ADOPTION CRITERIA:

General Criteria: Teams of 3-8 educators from one school plant will be trained to plan a curriculum and implement the program. Prior to training, the superintendent must complete a district profile and sign a letter of agreement which provides that (a) workshop participants will have planning time to meet as group, if they wish, for a period of nine months after the workshop; (b) workshop participants will present an awareness program to colleagues, Board of Education, and community members.

Staffing: Classroom teachers will implement their own curriculum designs. However, a building administrator must be on the training team.

Facilities/Installation: Space found in most schools will be adequate. Some equipment may be necessary if the district elects to become involved with environmental monitoring. Use of existing equipment, facilities, school grounds, and local community is built into the program.

Training: Attendance at a three-day workshop is essential to understanding the ECOS process.

## ADOPTION SERVICES:

- **training materials**
  Awareness brochures, detailed information packet available at no cost. Curriculum resource materials available at no cost when distributed during training. Loan of slide show may be arranged.

- **demonstration/ visitation**
  Visits to demonstration site and demonstration school districts can be arranged whenever staff is available and visit does not interfere with training. Arrangements should be made at least 4 weeks in advance, with confirmation required one week in advance.

- **training capability**
  Workshops held weekly through June at demonstration site, adopter site, or facilitator site. Each training accommodates 3 to 8 districts. (100 districts trained annually).

## CONTACT:

Dr. Frank Thompson
Project Director
833 Fox Meadow Road
Yorktown Heights, N.Y.
10598
(914) 245-4009 or 6919

Development Begun: 7/71
USOE DRP Approval: 4/74
Diffusion Start: 7/74

# PROJECT: PROJECT I-C-E (Instruction-Curriculum-Environment)

## • description

Project I-C-E demonstrates the improvement of instruction and curriculum in environmental education. A conceptual framework provides structure for each grade level and subject area, and totally (K-12) to assist all staff to teach environmentally. The supplementary episode design (mini-lesson) includes subject and topic designation, suggests varied student-centered activities based on cognitive and affective behavioral objectives and necessary skills, and suggests teacher reference and instructional resources. The program emphasizes use of the urban and natural community as an extension of and a reinforcement for classroom activities. The major goal is directly or subtly to lead to student awareness, recognition, and appreciation of the vital issues, concerns, and factors shaping environmental attitudes and values.

The episode design provides suggested supplementary learning activities that are to be integrated into regular courses of study. There are some specialized outside activity models.

## • target audience

K-12 teachers and students.

## • materials used

Teacher materials include a series of 39 I-C- E EE Guides for all grade levels and subject areas and more than 30 field activity models available at low cost. Teachers can adapt or modify the activities according to needs and locale.

## • descriptors

Environmental education and ecology, Multidisciplinary--all major subjects, Conceptual organization, Behavioral objectives, Investigation and problem-solving.

## • financial requirement

Per-pupil adoption cost is 25-35¢ based on teacher materials, with an average cost of approximately $5 per teacher. Continuing costs are minimal for materials. Use of suggested media resources will vary depending on number and frequencey of use. Project will defray transportation costs for installation; Adopter's share includes costs of necessary materials, lodging, and meals.

## • program evaluation

An experimental evaluation design for grades 2, 5, and 8 showed significant student cognitive gains on the 12 major environmental concepts. (Evaluation of grade 11 showed insignificant change due to inadequate program implementation) Teachers and parents also noted that students were more aware and action-motivated toward various environmental issues.

## ADOPTION CRITERIA:

General Criteria: Staff interest and willingness to try something new are essential to successful adoption/adaptation; however, the program is not something "extra" for teachers to do. Rather, through substitution of content or activity, it becomes an integral part of their regular course of study.

Staffing/Organization: Schools or districts interested in adopting/adapting the I-C-E program need to identify/designate a leadership team of 3-5 educators to assist in program implementation, monitor ongoing activities, and evaluate overall effectiveness. A majority of teachers should demonstrate a need for and an interest in environmental education through a checklist survey.

Scheduling: The school/district should provide five hours (one day) for inservice of staff to be involved in the program. The designated leadership team requires 2-3 hours of preliminary training scheduled the day before the staff inservice. A follow-up visit of one day by project staff 3-6 months after adoption should be scheduled for on-site monitoring and evaluation.

Training: The staff inservice program consisting of one day (5 hours), will include:

"Head High in Learning" slide/tape overview of major program components (30 minutes, including discussion).
"Man Needs His Environment" slide/tape program on the 12 major I-C-E concept categories, with teacher involvement activities to demonstrate relevance to all subjects and grades (1 1/2 hours).
Teacher participation is an outside/community activity following selected field activity models with a sharing of group experiences (1 hour).
The I-C-E Environmental Education Guides - staff introduction to design and format, including time for complete review of episodes (mini-lesson) and tentative selection of learning activities for at least six of the 12 concepts by each teacher (2 hours).

Facilities: No special facilities or equipment needed for program installation.

## ADOPTION SERVICES:

- **training materials**

Awareness brochure and program descriptive flyer available without cost.
A stragegy handbook, $1.50; slide/tape program on the concepts, $70; and a project overview, $50. Purchase not necessary if part of installation inservice.

- **demonstration/ visitation**

Except for leadership team, there is no need for demonstration at project site for staff involved. Training and installation can be at adopter site. Visitors are welcome at the project center any time by mutual arrangement.

- **training capability**

Training is available to a minimum of 20 potential out-of-state adopters and a similar number within state. Contact D/D for details.

## CONTACT:

Robert J. Warpinski, Dir.
Project I-C-E
1927 Main Street
Green Bay, Wisc. 54301
(414) 468-7464

Development Begun: 7/70
USOE DRP Approval: 5/75
Diffusion Start: 7/75

## PROJECT: PROJECT KARE (Knowledgeable Action to Restore Our Environment)

### • description

Project KARE was established to develop an effective approach for strengthening environmental studies in local schools. The KARE approach uses process-education techniques that encourage students to confront real environmental problems in action-oriented, interdisciplinary activities. This approach was pilot-tested in 75 Local Action Programs conducted in local schools of southeastern Pennsylvania, differing significantly in size, demography, and wealth. The programs focused on varied environmental problems including water pollution, community deterioration, and air contamination. Dealing with reality-based problems allows students to perceive the need to know, which leads to cognitive development. Attitudes toward environmental issues are questioned, clarified, and frequently reformed. Multi-school cooperation develops, since environmental problems ignore socio-political demarcations.

### • target audience

Kindergarten through grade 12; all ability levels.

### • materials used

Project KARE makes available 9 publications and 3 16mm films. Publications include activities guides to: water-pollution equipment; solid waste; birds, bugs, dogs, and weather; selected environmental topics for elementary schools; interdisciplinary environmental studies; and electric power generation.

### • descriptors

environmental education, interdisciplinary, process education, urban studies, competency based, problem solving, community involvement.

### • financial requirement

Start-up costs on a trial basis vary according to grade level and the nature of the environmental problems. Costs may run from $3 to $7 per student, including materials, travel, substitute salaries, evaluation, and workshop expenditures. After installation, costs beyond normal student allocations are generally not incurred.

### • program evaluation

During development, the KARE Approach was evaluated by ERANDA, Inc., using a comprehensive evaluation design. Six products are measured: general cognitive growth, localized cognitive growth, mastered competencies, attitudinal growth, effective learning atmosphere, and behavioral changes. Generally, students involved integrally in KARE Local Action Programs achieved significant growth at .05 level.

## ADOPTION CRITERIA:

General Criteria: The adoption/adaptation components of the KARE approach are: (1) conducting a Local Action Program; (2) utilizing KARE curricular materials, and (3) devising and implementing an evaluation design. The willingness of schools to commit human, physical, and financial resources to install KARE approach components is the essential criterion. Documented need is a prerequisite.

Staffing: The KARE approach is implemented by classroom teachers working as an interdisciplinary team. In elementary schools, teachers from 3-8 classes, at various grade levels, cooperatively install the approach. In secondary schools, teachers of 3 or more disciplines are involved. Local school staff should consist of enthusiastic teachers and creative, resourceful administrators willing to involve students integrally in planning and conducting environmental studies activities. Additionally, they should be willing to leave the school building with their students; to coordinate community involvement; and to carry out curricular change incrementally.

Facilities/Installation: No special school facilities other than regular classrooms are required. Outdoor facilities relating to specific environmental problems might be established during installation.

Training: Participation in a 3-day action workshop will provide teachers and administrators with requisite skills for installing the KARE approach. Workshops may be conducted at adopter, facilitator, or Project KARE sites. Follow-up status visitations to adopter schools will be made by KARE staff.

## ADOPTION SERVICES:

- **training materials**

  Brochure, technical reports, program description, and evaluation reports are available at no cost. Curriculum activities guides (9) are available as a set for $50, or individually at cost. KARE films available at $150 each.

- **demonstration/ visitation**

  Visitation to KARE offices and to schools in southeastern Pennsylvania that have conducted Local Action Programs of environmental studies can be arranged. Visitations will be scheduled as requested.

- **training capability**

  Training is available for potential adopters, in action-workshop formats designed for each adopter school. A preplanning session is recommended. Workshops can be conducted at various sites.

## CONTACT:

Mathew M. Hickey, Dir.
Project KARE
Montgomery County Intermediate Unit #23
Colony Office Building
Rt. 73 & Butler Pike
Blue Bell, Pa. 19422
(215) 643-76000

Development Begun: 3/71
USOE JDRP Approval: 5/75
National Validation: 6/75
Diffusion Start: 7/75

# PROJECT: POLLUTION CONTROL EDUCATION CENTER

## • description

The Pollution Control Education Center's program, PRIORITY ONE: ENVIRONMENT, is a 13-unit interdisciplinary environmental education program for grades 1-12. Values clarification and decision-making activities lead to high student involvement in seeking honest and practical solutions to problems of immediate concern to today's pupils. Each multi-media instructional unit contains comprehensive student and teacher materials. The elementary units cover air and water pollution, solid waste management, recycling, and conservation of ocean and land resources. The four secondary units, THE ENERGY CHALLENGE, PROTECTING OUR WATER SUPPLIES, AIR POLLUTION AND YOUR HEALTH, and OPEN LANDS AND WILDLIFE, are most often used in the science program. They have, however, been designed to be equally effective in social studies and health presentations. Schools interested in inter-departmental cooperative teaching will also find these units appropriate. Elementary materials have been published by Webster-McGraw-Hill. Secondary materials have been published by the Center.

## • target audience

1st grade through high school-all ability levels.

## • materials used

Each of the 13 units is an independent instructional unit. Each can be adopted/adapted singly. All units contain filmstrips, overhead visuals, and cassette tapes as well as printed student and teacher materials. Games, puzzles, dramatics activities, charts, flannel board pieces, experiment and demonstration materials are included at appropriate grade levels.

## • descriptors

environmental education and ecology, science, social studies, interdisciplinary, values clarification, community involvement.

## • financial requirement

Costs of units range from $60 to $135. Each kit contains complete instructional materials for 30 pupils. Suggested use of kits encourages multi-class use. Kits are durable, replacement materials minimal. Pro-rated costs figured over a four-year use span average 25 cents/pupil.

## • program evaluation

Each kit has been carefully field tested with a pre-test/posttest design and use of control groups. Test instruments yielded high levels of validity and reliability. Evaluation data show significant increased mastery of program content. Pupils learn new concepts that they did not know before and that are not now part of their out-of-school experiences.

## ADOPTION CRITERIA:

General Criteria: Purchase and use of one unit as suggested in the teacher guide is considered an adoption; but a district that adopts more units approaches more closely the program that the Center regards as educationally appropriate and needed in today's situation of serious threat to the environment coupled with realities of economic pressures. Teachers should desire active and intense student participation. Administrative support of use of the materials aids in gaining maximum effectiveness.

Staffing: The entire PRIORITY ONE: ENVIRONMENT program can be implemented without special staff. Regular classroom teachers receive sufficient help from comprehensive teacher materials. Brief inservice training is helpful but not necessary.

Facilities/Installation: No special facilities needed. Normally available audiovisual equipment such as filmstrip projector, overhead projector, and cassette tape player should be provided for teacher use.

Training: Though the materials have been designed to be instructionally complete and the teachers' guides have been found to be comprehensive and easily followed, greater teacher security and involvement can be assured with a half-day or one-day workshop.

## ADOPTION SERVICES:

- **training materials**

  Awareness materials are available at no cost. Audiovisual presentation available for $10 rental fee (no charge if part of D/D workshop presentation).

- **demonstration/ visitation**

  Visits to the Center may be easily scheduled throughout the year with two-week notice given. Adopter sites can be visited upon arrangement. contact project office.

- **training capability**

  Training designed to meet adopter needs is available from project staff. Contact project office.

## CONTACT:

Charles Murphy, Director
Pollution Control Education Center
2369 Morris Avenue
Union, N.J. 07083
(201) 688-1200

Development Begun: 7/70
USOE DRP Approval: 1974
Diffusion Start: 1974

READING/LANGUAGE/MATH

## PROJECT: HEP/PROJECT ALOHA
(Mainland Demonstration of the Hawaii English Program)

### • description

Project ALOHA is a consortium of the Archdiocese of San Francisco, Berryessa Union School District, Cupertino School District, Oak Grove School District, San Jose Unified School District, and Santa Clara Unified School District. Project ALOHA, having successfully demonstrated its ability to replicate the Hawaii English Program, is now the diffusion agent for the State of Hawaii. The Hawaii English Program (HEO) is a comprehensive language arts program that consists of three components. The literature component develops understandings of life experiences upon which all language must be based and to build an enjoyment of language as an art form. The language systems component develops an understanding of the application of language in communication and how this affects the individual and society. The language skills component provides continual progress learning in listening, speaking, reading and writing.

Literature and language systems components provide opportunities for individual, as well as small- and large-group, activities. Emphasis on imagination, creative processes, and divergent thinking.

The HEP language skills component provides learner goal system, materials and equipment, management system, and teacher training required to create an individualized learning environment.

### • target audience

Program is completely developed for K-6. Planners are working on the development of grades 7-12 program. Successful with all socioeconomic groups.

### • materials used

Multi-media instructional packages, equipment, instructional statements with learner goals and performance objectives, management system with record-keeping, creative drama handbook, teacher manuals.

### • descriptors

Complete system, develops self-direction, individualized learning, multi-modal, multi-age, peer teaching, inquiry approaches, mainstreaming handicapped, management system, built-in evaluation, teacher training.

### • financial requirement

Capital outlay cost for start-up is approximately $75.00 per pupil for all software and equipment for this comprehensive program. Costs of operation for HEP programs vary according to type of installation and efficiency of use. The cost is very comparable with costs of other programs for range of content covered. Operational costs average approximately $15.00 per pupil per year.

### • program evaluation

The comprehensive goal structure, curriculum-embedded checks of goal completion, and record-keeping system in the language skills component make the whole program a test. Accountability provided percentages of pupils expected to complete certain levels of the program at each grade. Each learner, however, progresses at appropriate rate for that individual.

## ADOPTION CRITERIA:

General Criteria: Adopters are required to submit application, through Project ALOHA, to the superintendent, Hawaii State Department of Education, requesting installation of the program. Since the program is a complete system and the results are the product, rather than the sum, of the program's parts,assurances must be made that the integrity of the program will be maintained. Initial installation of a K-1 center is recommended, but assurances of incremental installation of higher grade levels on a year-by-year basis is required. Project ALOHA staff will provide assistance in developing an installation plan.

Procedures and requirements for installing HEP at new adopter sites will be sent on request.

Staffing: Four teachers (2-K and 2-1) required for initial installation. One aide is highly recommended for each center. Teachers should be committed to program values.

Facilities/Installation: Centers equivalent to the size of two regular classrooms are desirable, although self-contained packages are available. Many regular classrooms have been converted by removal of one-half dividing wall between two classrooms. Since packages contain considerable audiovisual equipment, ample electrical outlets and power should be available in each center. Bookcases required for open storage of the learning materials; the responsive learning environment requires open access for learners.

Training: Initial training of teachers consists of a four-week summer session in late June and early July at San Jose, Calif. Since totally individualized learning opens the door to continuous professional growth in the teacher guidance role, continuing inservice is desirable.

Teacher training is essential for adoption of the program. However, the system provides necessary tools for the teacher to apply the skills learned.

## ADOPTION SERVICES:

### • training materials

Awareness brochures, dissemination packets, and evaluation reports are available at no charge. Specific questions will be responded to with position papers or letters.

### • demonstration/ visitation

Visitors welcome daily; eight demonstration schools representing a wide variety of school plants, organizational patterns, and socio-economic communities. Presentations made at your location, including slide/ tape and materials display.

### • training capability

Since demonstration centers are essential, training is conducted in summer workshops in San Jose. 1975 workshop ran June 23 - July 18.

## CONTACT:

William B. Adams
Project Director
HEP/Project ALOHA
935 Piedmont Road
San Jose, CA 95132
(408) 258-1776

Development Begun: 7/65
USOE DRP Approval: 2/75
Diffusion Start: 7/71

# PROJECT: ALPHAPHONICS READING READINESS TRAINING PROGRAM

## • description

ALPHAPHONICS is a success-oriented program that provides total reading readiness experiences for preschool, kindergarten, and primary grades. The lessons are geared to build a child's self-image and confidence. Teacher expectation plays an important part in the child's success. A high level of motivation is maintained throughout the lessons by the use of Astro, an invisible imaginary friend from Outer Space. To maintain suspense, he fills his "Astro Bag" each night for the children. The program teaches letter names and sounds in alphabetical order. Language development is stressed, as are listening, thinking, concepts, and other basic readiness skills. The program has been used successfully with a wide cross-section of income levels from low to high. Bilingual children use the program successfully. ALPHAPHONICS can be used as readiness for any reading series. The children begin reading as they continue in the lessons.

This program has been carefully devised to develop a child's independence and stimulate his interest by encouraging a high degree of teacher expectation.

## • target audience

Preschool, kindergarten, primary grades; all ability levels.

## • materials used

ALPHAPHONICS book includes 157 worksheets to be duplicated for classroom use and a detailed teacher manual with instructions for each lesson. Astro's Bag is also included. Astro doll is a optional motivational addition.

## • descriptors

early childhood education, bilingual/bicultural education, special education, reading, English/language arts, basic skills, communication, parent involvement.

## • financial requirement

ALPHAPHONICS book and Astro's Bag $29.95 per classroom (plus California sales tax and $1.00 shipping and handling per book. No replacement costs except possibly (after much use) Astro's Bag at $1.00 per bag. Optional: Astro doll, $29.95 plus tax and handling.

## • program evaluation

The program was measured by standardized tests of reading readiness and reading achievement that were administered yearly as required by law and district policy. The ALPHAPHONICS group was significantly higher than controls at the end of kindergarten and grades 1, 2, and 3. Because of large mean differences (on the order of one standard deviation) between the two groups the differences seem to be caused by use of ALPHAPHONICS.

## ADOPTION CRITERIA:

General Criteria: Project looks for teachers interested in the success-oriented program based on high teacher expectation. Administrators need to be able to see value in this framework. Teachers need not have taught formal reading-readiness previously.

Staffing: May be implemented without special staff. Although training is highly recommended, teachers can initiate the program by carefully studying the manual and then receive training after program has been in use.

Facilities/Installation: Normal classroom.

Training: On-site visitation at project site is valuable when possible. Staff available for one- or two-day preadoption training and also for follow-up training; to be arranged.

Television Training: TV course ("What Do You Expect?") is offered to California State Colleges and Universities in Fall 1975. This television course can now be made available nationally. Also course on videotape may be available for district use.

For further information about instructional TV course, write:

Ted Salata
California Instructional Television Center
770 Welch Road
Palo Alto, California 94304
or telephone (415) 321-8809

## ADOPTION SERVICES:

- **training materials**

  Various brochures are available at no cost.

  Audiovisual presentation soon available from National Audio Laboratory. Write project for further information on above.

- **demonstration/ visitation**

  These are scheduled frequently at
  Ponderosa School
  South San Francisco, California

  Contact D/D office for schedule.

- **training capability**

  Training is available for all adopters. Contact D/D office for information.

## CONTACT:

Gretchen Ross, Project Director
Pondersoa School
San Francisco, CA 94080
(415) 589-6272
or
ALPHAPHONICS
Box 2024
San Mateo, CA 94401
(415) 345-3006
(415) 344-3147
(415) 574-4824

Development Begun: 1968
USOE DRP Approval: 1975
Diffusion Start: 7/75

# PROJECT: PROJECT CATCH-UP

## • description

PROJECT CATCH-UP is a laboratory program designed to provide remedial instruction in reading and mathematics to improve the skills of children who test in the lowest quartile in achievement in these areas. For each child laboratory staff members and classroom teachers together identify specific needs that are met with individualized instruction in the laboratory, utilizing a variety of instructional materials.

Teachers identify student needs by means of criterion-referenced testing. They select materials and methods to meet the needs from a wide variety of resources available in the laboratory. Each child experiences success and moves toward the acquisition of more difficult skills armed with increased confidence.

## • target audience

Low achievers, grades K-6.

## • materials used

A wide variety of easily available instructional materials and equipment selected by teachers are available in the laboratory; however, it has been found that results can be achieved with limited resources if a diagnostic-prescriptive method is used in a success-oriented environment.

## • descriptors

reading
mathematics
parent involvement
diagnostic-prescriptive.

## • financial requirement

Exclusive of equipping a laboratory, which has been (in the original project) any space from the size of a closet to a classroom, the costs of maintaining the program consist of the time of the professionals and assistants who offer the program and testing materials (averaging $5 per child). These costs in California average $350 per child.

## • program evaluation

The median Project Catch-Up student at each grade level has consistently for the past five years progressed at the rate of 1.5 in reading skills for each month spent in the program and has almost reached that rate of gain in the acquisition of math skills according to pre and post testing evaluation results. Transiency: family movement of Title I students has approx. 1/3 that of others.

## ADOPTION CRITERIA:

General Criteria: Project staff are seeking districts that have:

- An administration interested in trying new approaches to remedial education
- A staff dedicated to a positive approach to working with children
- A school able to devote space, either a classroom or another specific area, to a laboratory
- A district willing to devote at least minimal funds to a new project
- A staff undisturbed by the concept of accountability.

Staffing: Staff members, including at least one part-time professional teacher, one instructional assistant, and parent associates are needed to staff the laboratory.

Facilities: A laboratory, either a classroom or a smaller but separate area. Minimum equipment is necessary to begin the program but a list of desirable items is available.

Training: Study of the awareness and training manual is essential and one visit by two representatives to a Project Catch-Up lab is desirable.

## ADOPTION SERVICES:

- **training materials**

  A single 3-ring binder supported by slides and cassettes includes:
  Project philosophy
  Preservice-inservice
  Student selection - Testing
  Lab management guide
  Criterion-reference instr
  Staff relationship guide
  Inst. matls. & equip man.

- **demonstration/ visitation**

  Two-day schedule recommended (Friday observation; Saturday morning workshop).

- **training capability**

  On-site training in Project Catch-Up labs available after 10/15/75.
  Scheduling children
  Offering instruction
  Measuring progress
  Encouraging motivation
  Involving parents.

## CONTACT:

Ms. Fay Harbison, Dir.
Newport-Mesa Unified
School District
1601 Sixteenth Street
Newport Beach, CA 92660
(714) 556-3300

Development Begun: 2/68
USOE DRP Approval: 6/75
Diffusion Start: 7/75

# PROJECT: CONCEPTUALLY ORIENTED MATHEMATICS PROGRAM (COMP)

## • description

The Conceptually Oriented Mathematics Program is a management program that is both diagnostic and prescriptive. It is designed to meet indivdiual needs through small-group instruction. Students are tested to determine their individual strengths and weaknesses and are grouped accordingly. The program provides continuous progress through 25 instructional levels. Ten broad concept areas are developed through these 25 levels. Each level has been broken into 2 or more steps. The inclusion of Step Z in a level provides for horizontal enrichment.

The program was not designed as an independent study program. It attempts to meet a student's individual needs by placing him in an appropriate instructional group. The program utilizes cooperative planning and teaching. The most ideal instructional situation is one in which each teacher has no more than two instructional groups. It is the intent of the program to stimulate creativity in the classroom and to discourage rote learning.

## • target audience

Grades 1 - 8.

## • materials used

Scope and Sequence Chart;
Teacher Guidebooks;
Placement Tests;
Post Tests I and II;
Individual Profile Sheets;

## • descriptors

Mathematics,
Crossgrade Grouping,
Basic Skills,
Continuous Progress,
Diagnostic - Prescriptive.

## • financial requirement

Exclusive of textbooks and the coordinator's salary, the basic cost would be purchasing an average of 2 guidebooks per teacher at $5.00 per book and the cost of reproducing tests. Additional materials for instruction and enrichment can be added as finances are available.

## • program evaluation

Data shows that the level of achievement in mathematics as measured by standardized tests has shown marked improvement when compared with previous scores.

## ADOPTION CRITERIA:

General Criteria: Those schools or districts considering the adoption of Project COMP should be interested in meeting the needs of students. The program seems most effective in situations where cooperative teaching is used. The program calls for cross-grade grouping, especially in the upper grades. Administrative commitment should include a willingness to provide flexibility in scheduling.

Staffing: The program is implemented by classroom teachers after training. It is strongly recommended that the district employ a person in a coordinating capacity.

Facilities/Installation: Facilities and space found in any typical school will be adequate. Spacing for small-group instruction can be worked out in regular classrooms. No additional instructional equipment beyond that found in elementary, middle, and junior high schools is a requirement for adopters. The use of film strips and tapes adds to the flexibility of the program.

Training: Attendance at a training session is considered essential for the principals, supervisors, and classroom teachers in adopting districts. Training may be one to two days depending on the extent to which the program is being implemented in a district. There will be an additional visit by a staff member from Project COMP or follow-up training of the adopter staff sometime during the operational year.

## ADOPTION SERVICES:

### • training materials

Awareness brochures are available at no cost. Introductory materials that have been purchased will be used in the training session.

### • demonstration/ visitation

Visits are scheduled one week of each month at COMP schools in Columbia. Contact D/D office for schedule.

### • training capability

Training is available for out-of-state adopters as well as those within the state. Contact D/D office for information.

## CONTACT:

Mrs. Alta M. Harness, Dir.
Project COMP
310 North Providence Rd.
Columbia, Mo. 65201
(314) 443-2561

Development Begun: 7/71
USOE DRP Approval: 12/74
Diffusion Start: 7/75

# PROJECT: DIAGNOSTIC-PRESCRIPTIVE ARITHMETIC (DPA)

## • description

DPA, formerly Mathematics Prescriptions for Classroom Teachers, is a basic arithmetic program using a diagnostic-prescriptive approach. A standardized diagnostic arithmetic test is given to identify conceptual weaknesses and skill deficiencies. Through hands-on experiences with physical materials and work with project activities oriented to individual and small-group instruction, these inferred needs are met.

A Teacher's Manual has been written that includes more than 75 objective-based activities for counting, place value, addition, subtraction, multiplication, and division of whole numbers; record keeping procedures; diagnostic approaches; and a reference list of supplementary resource materials.

The teacher uses the Stanford Diagnostic Arithmetic Test (SDAT) to determine specific individual arithmetic deficiencies. Prescriptions provide experiences using concrete materials for concept development and activities for modification, practice, and reinforcement to meet the diagnostically inferred needs.

## • target audience

Students functioning at grade levels 2-6. Arithmetic component of total mathematics program.

## • materials used

SDAT and Test Manual, DPA Teacher's Manual, interlocking cubes, hand calculators, grid-place value materials, counting device, and a variety of teacher-made material.

## • descriptors

Basic arithmetic program, Diagnostic Prescriptive, Individual and Small-Group Instruction, Activity-Oriented Approach, Title I-Funded.

## • financial requirement

Curriculum material start-up costs range from $3.00 to $5.00 per child depending upon varying grade level needs. Alternate A (see adoption criteria) requires a resource teacher and educational assistant for each 100 students. Alternate B requires a resource teacher for each 200 students.

## • program evaluation

Each year for the past 3 years, DPA used the SDAT to pre- and posttest approximately 400 participants. The target group was comprised of educationally and economically disadvantaged students according to Title I criteria. These students achieved an average gain of 15 months in 7 months of instruction.

## ADOPTION CRITERIA:

General Criteria: Adoption to any degree must meet the following criteria:
A need for this program (evidenced by a documented needs assessment);
Acceptance and approval of the program by the LEA. This criterion may be filled by a chief school officer of the LEA.
A commitment of the LEA to support the program efforts (e.g., program time for teacher training, provide funds for program material).
Selection of program personnel (teachers, supervisors, teacher trainers who are interested and desire an activity-oriented diagnostic prescriptive arithmetic program).

Staffing: Alternate A: One resource teacher and one educational assistant per 4 classes.
Alternate B: One resource teacher per 8 classes.
Alternate C: No educational staffing required. However, it is essential that a minimum of 2 regular classroom teachers implement the program at an adoption site.

Facilities/Installation: A math-lab room would facilitate the implementation of the program but it is not essential. All alternates are designed to function in the regular classroom.

Training: DPA provides 3-day training sessions for adopting agencies prior to implementation. Adopter sites are expected to schedule release time for participating teachers that attend the workshop.

## ADOPTION SERVICES:

- **training materials**

  Several brochures, in-depth reports, guidelines for training, and adoption schedule are available in limited quantities at no cost to potential adopters. DPA Teacher's Manuals are available at $5.00 per copy.

- **demonstration/ visitation**

  Demonstration/visitations: scheduled at DPA schools in Staten Island. Contact D/D Office with minimum of two weeks notice.

- **training capability**

  Three-day training sessions accomodating up to 30 participants. Contact D/D Office for information.

## CONTACT:

Mr. Matthew Scaffa
Mathematics Supervisor
C.S.B. District 31
211 Daniel Low Terrace
Staten Island, N.Y. 10301
(212) 447-5281

Development Begun: 9/72
USOE DRP Approval: 6/74
Diffusion Start: 10/74

## PROJECT: HELP ONE STUDENT TO SUCCEED (HOSTS)

### • description

The HOSTS program is designed to improve the reading ability of students in grades K-12 and illiterate adults. Reading curricula have been modified through utilization of criterion-referenced tests, individualized reading profiles, and one-to-one tutoring. The program focuses on resources available in communities to help fight illiteracy and management procedures necessary to coordinate an effective reading program. As a result, reading instruction has been adapted to a personalized approach for each student.

Reading specialists diagnose student reading deficiencies, select appropriate materials and activities, assess students continuously, and give the directions to tutors who provide one-to-one instruction.

### • target audience

Kindergarten through grade 12 and adults; remedial reading; community volunteers and cross-age tutors provide instruction in reading.

### • materials used

Instructional materials have been identified and correlated by the HOSTS staff to the Fountain Valley Teacher Support System. HOSTS cross-referencing notebooks, ranging from readiness through junior high, are available at cost. A tutor training manual is also available at cost.

### • descriptors

reading
tutors
volunteers
parent involvement
diagnostic-prescriptive
community involvement
continuous progress
behavior modification.

### • financial requirement

HOSTS has a start-up cost of $115.45 per pupil and a continuation cost of $12.73 per pupil per year. (Figures based on 1,000 target pupils.)

### • program evaluation

Program evaluation consists of both normative (achievement) and formative (individualized) tests, with major emphasis on the formative, due to individualized nature of program. Target student achievement scores indicate that, on average, students doubled their learning rate while in HOSTS. Specific gains by grade levels, analyzed by Northwest Laboratory, are available in a detailed report.

## ADOPTION CRITERIA:

General Criteria:
Needs assessment.
Administrative commitment of adequate resources - human, physical, and financial.
Utilization of both formative and normative testing procedures.
Inservicing for all project personnel.
Willingness to serve as model for others.

Potential adopters will be asked to send key personnel to D/D site. Districts who remain interested will enter into an adoption agreement with D/D project, specifying goals and responsibilities for each.

Staffing:
The key persons in HOSTS implementation are the reading specialist, his/her aide, and building principal.

Facilities/installation:
Adequate space for instructional materials (reading resource room) and one-to-one tutoring. Very little instructional equipment is needed beyond that usually found in schools.

Training:
Adopter staff training is necessary. Five-day workshops are offered by HOSTS staff prior to implementation. Site of training is optional. Six days of technical assistance by HOSTS project director will also be granted to adopting districts beyond the initial training.

## ADOPTION SERVICES:

- **training materials**
  Awareness (no cost)
  Tutor training manual ($5.00)
  HOSTS cross-reference notebook ($75.00)
  (correlates materials to Fountain Valley Management System).

- **demonstration/ visitation**
  Demonstrations/Visitations are scheduled frequently at HOSTS schools in Vancouver. Contact D/D. Please keep groups under 12.

- **training capability**
  Five-day training sessions will be held either in adopting district or at D/D site. Each training session can accommodate 60 teachers. Adjacent states and/or districts should plan joint sessions.

## CONTACT:

Bill Gibbons, Project Dir.
Project HOSTS
Vancouver School District
5802 MacArthur Blvd.
Vancouver, Wash. 98661
(206) 694-1705

Development Begun: 7/71
USOE DRP Approval: 2/75
Diffusion Start: 7/75

## PROJECT: PROJECT INSTRUCT (Instructional System for Teaching Reading Using Continuous-Process Technology)

### • description

Project INSTRUCT, a systems approach to prevent reading failure, correlates the reading, spelling, and handwriting program and monitors each child individually until the array of skills that extend from prekindergarten to advanced complex levels of decoding are mastered. Instruction is individualized through short-term, teacher-directed, small-group interactions designed to focus on student skill needs. The instructional cycle has four steps: (1) pretesting; (2) grouping students according to skill needs; (3) delivering instruction by teachers and materials to permit various learning experiences; and (4) posttesting after instruction. In addition to the skills and monitoring system, teachers are provided with a resource index of commercial material, procedures for establishing a central materials center for ease and efficiency of teacher retrieval of appropriate materials, direct teaching activities, games, and take-homes, plus procedures for developing a program of volunteers.

### • target audience

Kindergarten through grade 3; low achievers in grade 4.

### • materials used

Adopting schools are encouraged to use existing reading program materials, as well as existing supplementary teacher-made and commerical materials, in addition to the materials designed by Project INSTRUCT. INSTRUCT materials include: Implementation Manual, Teacher Resource Book, Mastery Tests, Games Book, Take-Home Materials, Programmed Words, Materials Organization System, Student Profile Cards, and Parent-Assisted Learning Program Manual.

### • descriptors

reading
monitoring system
early childhood
correlated spelling and reading program
instructional materials.

### • financial requirement

Initial cost per learner is less than $5.00 (exclusive of training) and less than $2.00 for renewal cost at current printing rates. Training costs vary according to degree of implementation and are considered an essential portion of the initial cost. No new reading teachers must be hired and few materials must be purchased.

### • program evaluation

Evaluation of student performance indicated higher achievement in the 9 schools using the program and significantly better performance in Title I schools when compared with appropriate control groups. Results of the school-by-school Metropolitan Achievement Tests indicate INSTRUCT schools exceeded the city-wide average in Lincoln in all reading-related tests. The results of this analysis were confirmed by a second study including 120 randomly selected students from control schools.

## ADOPTION CRITERIA:

General Criteria: The INSTRUCT staff seeks to train potential adopters who have both administrators and teachers interested in improving reading and spelling achievement through the systems approach. Successful implementation is based upon the interaction of many local staff members fulfilling different roles. Administrative commitment should be demonstrated by willingness to comply with INSTRUCT's Local Adoption Plan which provides documentation of the adopting agency's plans for adoption and implementation. The plan includes these decision-making components to be agreed upon by the staff and completed by the administrators: Letter of Intent, Memorandum of Agreement, Assignment of Staff Responsibilities to INSTRUCT, Phase I and II Implementation Timeline, and Phase I and II Implementation Plan.

Staffing: INSTRUCT is implemented by classroom teachers and remedial reading teachers along with the support of the administrative staff. In recognizing the value of volunteer assistance, adopting schools are encouraged to make use of volunteers in the program.

Facilities/Installation: Project INSTRUCT was designed with the goal of making use of facilities typically found in elementary schools. Classrooms are used to provide instruction, and available space in any convenient area is recommended for use as a materials center.

Training: Training offered to adopting schools runs 2 to 5 days, depending on extent to which program is to be implemented. Adopting schools have the option of releasing all involved teachers for training or releasing key teacher(s) to be trained by INSTRUCT staff. Key teacher(s) are trained not only to implement the program but to train colleagues in the local school. Administrators are expected to attend and be a part of the decision-making process of implementation. Maintenance training for adopting schools by INSTRUCT is offered on a continuing basis.

## ADOPTION SERVICES:

- **training materials**
  Materials such as brochures, description of program and materials booklet, and in-depth descriptive reports are available to potential adopting agencies.

- **demonstration/ visitation**
  Demonstration/visitations are scheduled at Project INSTRUCT schools both in and out of Lincoln. Contact D/D office for schedule.

- **training capability**
  Training is available to selected potential out-of-state adopters as well as those within the state. Contact D/D office for more information.

## CONTACT:

Ms. Mary Lou Merdan, Dir.
Lincoln Public Schools
720 South 22nd Street
Lincoln, Neb. 68501
(402) 475-1081, ext. 243

Development Begun: 7/70
USOE DRP Approval: 6/75
Diffusion Start: 7/75

# PROJECT: LEARNING TO READ BY READING

## • description

Multimedia system for teaching reading. Originally designed for adult males but applicable to remedial students from lower elementary through junior college levels. Training designed to captivate interest of students lacking self-motivation by offering early and continuing successful experiences with reading. Raises reading grade placement, motivates students to learn, improves their self-image, and creates comfortable learning environment. Program stresses both phonetic and sight vocabulary development. Read-along books, radio plays, filmstrips, and captioned movies are used individually or in small groups. "Reading with Symbols" utilizes teacher or aide monitoring of student oral reading. Easily adaptable to parent volunteers.

## • target audience

Grade 4-12 including adults. System applicable to all students below expected grade level, including non-readers.

## • materials used

Materials provided by program include, but are not limited to: reading with symbols books, Read-Along books, radio plays, symbols training booklets, student training filmstrips.

## • descriptors

continuous monitoring
individualized programming
small-group involvement.

## • financial requirement

Average cost per student is $21.00. Items supplied consist largely of non-consumable materials. Total material costs for class of 30 students is $630.00. Other costs for inservice training for administrators, professional consultation services, etc. may be negotiated on an individual basis.

## • program evaluation

Demonstrated success of this method has resulted in acceptance as a model program under "Right to Read" and funding for dissemination to all parts of U.S. Average gain of 2.2 years reading growth over 8 to 12 weeks instruction for groups has been demonstrated.

## ADOPTION CRITERIA:

General Criteria: Project accepts all students below 5.0 GPL, regardless of listed IQ or past educational failure. Multimedia system for teaching reading. Designed primarily for adult males but applicable to remedial students from lower elementary through junior college levels. Goals are to raise reading grade placement, to motivate students to learn, to improve self-image, and to create comfortable learning environment. Program promotes active effort to draw from total potential of each student. Numerous learning avenues are open to students and encouragement is given to select those that appeal to the individual.

Staffing: The number of teachers required to pilot the project will be contingent upon the number of reading programs the school or system encompasses and the extent or degree of reading upgrading needed. Though not essential, it is advantageous to have teacher aides or parent volunteers to assist and monitor student oral reading.

Facilities/Installation: Facilities and space found in any typical school will be adequate; spacing requirements for small-group and individual instruction can be worked out in regular classrooms and other locations within a school. Classroom should be provided with some learning carrels and individual cassette players equipped with headsets.

Training: A visit by an administrator and teacher to the project site prior to adoption is desirable. Advance notice of at least one week is required. Ideally, and from the standpoint of greatest advantage, training and demonstration through a prearranged symposium or workshop at the specific adopter site or within the broader area of utilization are required to properly introduce the materials, to insure effective application of methodology and to present simple yet inexpensive means of sustaining and broadening application of the entire system. Prior to implementation, 15 to 50 hours of inservice training are recommended, including simulations, demonstrations, and training in production of materials. Training sessions should be limited to 20 participants.

## ADOPTION SERVICES:

- **training materials**

  Various brochures, in-depth descriptive reports, and portfolios of specimen materials developed for workshop background study may be requested at no charge to potential adopters.

- **demonstration/ visitation**

  Since Sierra Conservation Center is a correctional institution, advance notice must be given by any visiting individuals or groups. Names of all visitors must be listed. No visitors under 18 are allowed. Inservice training of potential users at producer site can be carried out only on weekends.

- **training capability**

  Training is available for potential out-of-state adopters as well as those within state. Contact D/D for information.

## CONTACT:

Philip K. Glossa, Director
P. O. Box 497
Jamestown, CA 95327
(209) 984-5291
(209) 532-3556 (residence)

Orval S. Hillman, Assistant
P. O. Box 497
Jamestown, CA 95327
(209) 984-5291
(209) 984-5741 (residence)

# PROJECT: NEW ADVENTURE IN LEARNING (NAIL)

## • description

A "New Adventure In Learning" was developed to offer regular classroom teachers better ways to meet the individual language and conceptual needs of elementary-age children. Instruction for each child is individually determined, based upon informal diagnosis and consideration of learning style. Teachers use special techniques to create supportive classroom climates where every child's social and academic strengths are maximized. A wide variety of approaches and materials, some old and some quite new, are used to provide a child-centered yet systematic learning experience.

Individualized diagnosis and prescriptions are coupled with basal instruction, process approach lessons, teacher-led instruction, and independent study. Systematic record-keeping of skills attainment. Embraces most of the pupil's day (thinking skills, science, psycholinguistics, spelling, creative writing, handwriting).

## • target audience

Students of all abilities (K-3) and elementary school faculties.

## • materials used

Most materials used are commercially available: reading kits, basals, programmed workbooks, skills workbooks, filmstrips, and commonly available equipment, like Language Master, overhead projectors, etc.

## • descriptors

early childhood education, affective education/personal development, interdisciplinary, teacher training, reading, team teaching, language arts.

## • financial requirement

Travel expenses and per diem for trainer/coordinator attending seminar at D/D Center.
Inservice expenses for teachers. Teacher aide salaries, if available.

Start-up costs for individualized materials up to $10 per pupil, depending on what is already available.

## • program evaluation

Developmental research with approximately 1,000 K-3 pupils showed significant gains in pupil performance with language-related skills. Attitudes toward school and others were very positive. Teachers were able to meet all project objectives in learning to diagnose any prescribe for individually determined instruction and to consistently model positive attitudes in working with children.

## ADOPTION CRITERIA:

General Criteria: At least one visit by representative group of classroom teachers and an administrator to the demonstration center or to recommended sites where the program has been adopted to match needs and resources. Provision of a trainer/coordinator based at the adopter school site, and participation by trainer/coordinator in 2-week training seminar.

Staffing: The program is for the classroom teacher supported by the trainer/coordinator and principal (1 teacher per 30 pupils). Other resource persons such as aides, volunteers and physical education and music teachers, and media specialists are eligible and encouraged to participate.

Facilities/Installation: Any typical elementary school building. Commonly-used instructional equipment to allow for wide variety of grouping and learning needs.

Training: Initial training for a local trainer/coordinator at the D/D site. The seminar enables this person/team to train local instructional staff in the curriculum components through group processes and the developed implementation/management strategies. Support trips during the year will be made by project staff to give additional training.

## ADOPTION SERVICES:

- **training materials**

Brochures, orientation film-strip/audio, kit for local trainer/coordinator, set of 5 modules (program components) for each trained teacher, and supplementary materials. Ongoing support follow-up system.

- **demonstration/ visitation**

On-site visits to view the program and discuss adoption procedures may be scheduled by contacting D/D.

- **training capability**

Two-week training seminars are held at the D/D center with limited enrollment.

## CONTACT:

Mrs. June Johnson, Director
New Adventures in Learning
Leon County School Board
Dempsey Mayo Road, Rt. 17
Tallahassee, Fla. 32303
(904) 877-8595

Development Begun: 7/70
USOE DRP Approval: 5/72
Diffusion Start: 7/73

# PROJECT: PEGASUS-PACE: Continuous Progress Reading Program

## • description

Project PEGASUS-PACE attacks the problem of reading deficiency through a personalized, process-oriented program developed and implemented locally through a differentiated staffing organizational arrangement. The curriculum structure consists of performance objectives and corresponding diagnostic instruments within 17 sequential reading levels (K-early jr. high). Learners are grouped and sub-grouped according to established needs; personalized instruction employs a variety of approaches to teaching reading. Teachers conduct formative evaluation of specific skills and use a graphic chart to track each student's mastery at a given level. A resource file of Plans for Skill Development Activities (organized for rapid, average, and slower-attaining student) contributes to effectiveness of PEGASUS-approach. Activities have been developed by teachers in accordance with diagnosed needs of students.

No one teaching approach is either recommended or required; teachers may continue using any strategies they have found successful. A program is offered for diagnosing student learning deficiencies, selecting appropriate materials and techniques, and assessing student gains.

## • target audience

Kindergarten through junior high; all ability levels. Children should speak English. Complete curriculum in reading.

## • materials used

Adopting schools will be given permission to reproduce copyrighted materials. For all 17 levels, a Master Volume contains: objectives and skills check sheet; teacher guide and key; Learner-Use Diagnostic Instrument. For levels 9-16, Learner-Use Answer Sheets are also included.

## • descriptors

differentiated staffing
reading
diagnostic prescriptive.

## • financial requirement

Start-up costs on a trial basis will run approximately $18.00 per pupil (based on 4,000 pupils). This includes the cost of hiring one person to function as a curriculum associate or coordinator. On a continuing basis after 1st trial year, costs will run about $15.00 per child. Within a few years, this amount can be reduced to about $12.00 per child or less.

## • program evaluation

Attainment of project objectives was assessed through a Comprehensive Evaluation Design that tested each objective. In addition to meeting most core criteria, the project met a large number of expected non-linear-based objectives. The project was validated over a 3-year period in 4 schools with more than 1,000 pupils. At the target school, achievement scores had previously shown a steady trend of regression.

## ADOPTION CRITERIA:

General Criteria: Among criteria set for potential adopters are the following: Educational need by potential adopters should have been established through an ongoing needs assessment or a new study. Instructional personnel implementing the adoption should be involved in decision to adopt. Administration commitment should be demonstrated by: (1) investment of the human, physical, and financial resources necessary to begin and sustain program; (2) released time for staff development on scheduled basis; (3) funds budgeted for travel of key personnel to Developer/Demonstrator site.

Staffing: The program is implemented by classroom teachers rather than by special reading teachers. Although some specialized "curriculum associate" support is needed, this help can be provided by instruction-oriented building principals, supervisors or resource teachers already employed. Classroom instructional staff includes a coordinating teacher for each cluster of two grades, supported by teachers, associate and student teachers, and instructional aide.

Facilities/Installation: Facilities and space found in any typical elementary school will be adequate; spacing requirements for small-group and individual instruction can be worked out in regular classrooms and other locations within a school. No additional instructional equipment is needed beyond that usually found in elementary and middle schools.

Training: Some adopter staff training is considered necessary both prior to and during implementation. 3-day workshops are offered by PEGASUS-PACE staff prior to implementation. During each operational year, project staff will conduct a summer workshop, school-year seminars, and half-day inservice sessions. Adopter sites are expected to schedule release time on a regular basis for staff development.

## ADOPTION SERVICES:

- **training materials**
  Various brochures, in-depth descriptive reports, and portfolios of specimen materials developed for workshop background study may be requested at no charge to potential adopters.

- **demonstration/ visitation**
  Demonstrations/visitations are scheduled frequently at PEGASUS-PACE schools in Tuscaloosa. Contact D/D office for schedule.

- **training capability**
  Training is available for potential out-of-state adopters as well as those within state. Contact D/D for information.

## CONTACT:

Dr. Marie Sinclair
Project Director
PEGASUS-PACE
Tuscaloosa Board of Educ.
1100 - 21st St. E.
Tuscaloosa, Ala. 35401
(205) 758-3845

Development Begun: 7/71
USOE DRP Approval: 4/74
Diffusion Start: 7/75

# PROJECT: PUPILS ADVANCING IN LEARNING (P.A.L.)

## • description

The P.A.L. Project, a Title I program, has reading improvement as its primary objective. This is accomplished through individualzied instruction utilizing many motivational techniques. The secondary objective, to improve attitudes toward school and self, involves use of diverse image-building activities. Management strategies have been developed to provide a sound structure for the program. Techniques to gain parent involvement have been successfully implemented as a vital necessity. A staff development plan and materials are also part of P.A.L.

P.A.L. uses a wide variety of materials, equipment, methods, and activities to meet each student's needs. Every child is encouraged to advance at his own rate, according to his personal learning mode, with materials on his level.

## • target audience

For students in grades 1-12 who are deficient in reading skills and have poor attitudes or low self-concept. Also parents of project students, project administrators, and teachers and aides.

## • materials used

Materials include: Instructional Program Kit contains destription of educational program along with teaching units and ideas; Program Management Manual covers planning, implementation, operation, evaluation, and dissemination of P.A.L.; Staff Development Kit describes teacher and aide training; and Parent Involvement Guide provides techniques for involving parents for service and advice.

## • descriptors

reading, affective education/personal development, parent and community involvement, teacher training, management techniques.

## • financial requirement

Instructional program costs depend upon resources already available within district, but begin and continue at a minimum of $10.00 per pupil. The management portion costs nothing. The parent involvement section ranges from zero to $2500.00

## • program evaluation

For each school year in the program the average P.A.L. student gains more than one year in reading skills (1.1 in comprehension and 1.4 in vocabulary) according to a standardized reading test. District-developed surveys indicate substantial improvement in attitude and self-concept. Parents and students rate the program high on district-developed questionnaires.

## ADOPTION CRITERIA:

General Criteria: P.A.L. seeks potential adopters who meet the following criteria:

1) instructional staff willing to grow and desiring to meet needs of each student;
2) administrative staff supportive of change and ongoing total-group decision-making; and
3) all staff committed to implementing strong parental involvement.

Administrative support should be exemplified by commitment of necessary human, physical, and financial resources. Instructional and administrative personnel implementing P.A.L. should be integrally involved in decision to adopt.

Staffing: Classroom teachers who have demonstrated expertise in teaching reading may be used in lieu of special reading teachers. Aides may or may not be necessary, depending on number and type of children served. Any qualified administrator may provide necessary management support.

Facilities/Installation: No facilities or equipment are necessary beyond those normally found in a school.

Training: Training must be held prior to adoption and include parents, proposed project staff, and administrators. This may run from one to three days, depending on local needs. During each operational year, adopter sites are expected to schedule released time on a regular basis for staff development.

## ADOPTION SERVICES:

- **training materials**

  Awareness brochures, four in-depth information kits, and slide-tape presentation available at no charge.

- **demonstration/ visitation**

  Visits are regularly scheduled for the second and fourth Wednesdays of each month and at other times upon request. Contact D/D to set up visits.

- **training capability**

  Training available for potential adopters on a one-, two-, or three-day basis according to district or area needs. Contact D/D for further information.

## CONTACT:

Mrs. Carolyn Tennant
Special Programs Consultant
Adams County School District #12
10280 N. Huron Street
Denver, Colo. 80221
(303) 451-1151

Development Begun: 7/65
USOE DRP Approval: 1/73
Diffusion Start: 9/74

# PROJECT: RIGHT TO READ

## • description

Right to Read is not a program but a major effort to eliminate illiteracy and turn kids on to learning. The main thrust of the Wilson Jr. High School program, which serves the students of an inner city, is to train teachers in a diagnostic prescriptive approach to teaching reading, and to help them use appropriate reading materials in their classrooms. Teacher assistants, community volunteers and over 90 ninth grade tutors assist teachers in carrying out individual student reading programs. Students whose reading skills are particularly low attend special centers where they receive intensive individual attention. Content in English and social studies is individualized to heighten student interest and to insure that students receive only course materials they are capable of reading.

Using a diagnostic-prescriptive approach content area teachers use and adapt various instructional methods based on the level of the students.

## • target audience

Jr. high, middle school or high school.

## • materials used

California state-adopted material, teacher developed material, paperback and multimedia material.

## • descriptors

Reading,
Staff development,
Cross-age Tutoring,
Community Involvement,
Diagnostic-Prescriptive Teaching.

## • financial requirement

None or little cost to user site. Must be willing to reevaluate cost effectiveness of your current program. Each visitation to demonstration site would be at adopter expense.

## • program evaluation

California Test of Basic Skills (CTBS) was administered on a pre posttest basis. Evaluation data show that over the 6-month period between pre and posttesting, the average growth in vocabulary was 11 months or 1.8 months growth for each month of instruction. On the comprehension test, the average growth was 18 months or 3.0 months growth for each month of instruction. The total reading skill score indicated that the average growth in achievement was 14 months or 2.3 months for each month of instruction.

## ADOPTION CRITERIA:

General Criteria: Be supportive of state and local Right to Read efforts. Be capable of responding to new thrusts in education to meet changing priority needs of learners. Be willing to re-evaluate the cost effectiveness of your current program. Be willing to involve the community in your planning, implementation, and evaluation.

Staffing: May be implemented without special staffing, however, release time to key teachers for on-site staff development is essential to program success.

Facilities: Use of existing facility is adequate; however, additional space for tutors, community volunteers, and staff-developed activities should be provided.

Training: Training is designed to meet each adopting district's needs. State Right to Read director, state facilitators, and Wilson Jr. High personnel will assist in training.

## ADOPTION SERVICES:

### • training materials

Brochure, packets, film strip, and cassette, involvement handouts for tutors, volunteers, and community. Right to Read film available (Nov. '75); needs assessment packets available state Right to Read director.

### • demonstration/ visitation

Visits scheduled on Tuesdays. Confirmation of visitors requires two weeks advance notice. Limit 15 people per visit. 45 minutes orientation; 1 to 2 hours observation and information sharing.

### • training capability

Training available at Wilson but must be funded by the adopting site. Training is designed to meet each adopting district's needs. State Right to Read director will assist in needs assessment and planning

## CONTACT:

Mr. John Mason Hill
Program Coordinator
Right to Read
Woodrow Wilson Jr. High
3838 Orange Avenue
San Diego, CA 92105
(714) 280-1661, ext. 22

| | |
|---|---|
| Development Begun: | 1/71 |
| USOE DRP Approval: | 5/75 |
| Diffusion Start: | 8/75 |

## PROJECT: PROJECT R-3: READINESS, RELEVANCY, AND REINFORCEMENT

### • description

Project R-3 was designed in 1967 jointly by the San Jose Unified School District and the Education Systems Organization of Lockheed Missiles and Space Company with the help of consultants from San Jose State College. It includes a curriculum that interrelates reading and mathematics with reinforcement through gaming/simulation, intensive involvement (a 3-day study trip), parental involvement, and an inservice training program for staff development. The main objective of Project R-3 is the upgrading of essential reading and mathematics skills. By deeply involving the students in classroom games and simulations, the program seeks to motivate them to achieve in learning experiences: to make them ready to learn, to make learning relevant, and to reinforce positive attitudes and behavior.

The project utilizes the diagnostic/prescriptive, individualized approach in reading and math. Reinforcement of skill areas is provided through gaming/simulation activities that involve team learning and the decision-making process.

### • target audience

Project R-3 serves the entire student population at the seventh grade level, progressing with them to eighth and ninth grades.

### • materials used

Gaming/simulation activities with an emphasis on careers are available at low cost. Individualized mathematics contracts are available for a nominal fee. The reading contract process can be adopted/adapted at no cost.

### • descriptors

Diagnostic/Prescriptive Individualized Instruction, Heterogeneous Grouping, Team Planning by Staff.

### • financial requirement

Cost will vary in school districts. Basic materials related to a reading program at the secondary level can be utilized. Special math contracts prepared in R-3 cost approximately $350 per year (1974-1975) for a student population of 250. Other costs relate to reproduction of gaming/simulation activities, contracts, and the salaries of secondary instructional aides.

### • program evaluation

Process evaluation is conducted by classroom observation, parent and student attitude questionnaires. An outside evaluator is contracted for product and process evaluation.

## ADOPTION CRITERIA:

General Criteria: Teachers in Project R-3 must be able to work constructively as team members with other teachers and aides; to relate to parents and involve them in project activities; to individualize instruction; to motivate students and make learning relevant through gaming/simulation activities; to continually diagnose student needs; to maintain an informal classroom atmosphere; to make available a wide variety of materials organized by difficulty level.

Staffing: Three reading teachers (language arts), three math teachers, and three gaming/simulation teachers each with an instructional aide are required to serve a student population of 250. A project director and secretary/reproduction clerk are needed. Daily teacher/aide planning sessions are necessary to carry on the continuous inservice training and team approach to problem solving. Common preparation within the components of mathematics, reading, and gaming/simulation are helpful.

Facilities/Installation: Facilities required depend on what aspects of the program are adopted. Tables and chairs are necessary to play the educational games and simulations, which should be given priority. Replication sites must reproduce and use sets of special R-3 games/simulations modified to meet the specific needs of their student population.

Training: Reading and mathematics teachers should have a knowledge of diagnostic/prescriptive approach to individualized instruction. All staff should develop expertise in gaming/simulation. Approximately 50 hours of inservice work is accomplished by each staff member in a given year. Due to limited staff and budget, most training must take place on project site.

## ADOPTION SERVICES:

### • training materials

Program description, evaluation reports, Annotated Index of Gaming/Simulations are available at no cost. Audio-visual presentation available on loan.

### • demonstration/visitation

Visits are scheduled at the convenience of project staff. Arrangements should be made in advance by contacting project director.

### • training capability

Due to limited staff and budget, most training must take place on project site.

## CONTACT:

Ms. Pauline E. Perazzo
Project Director
PROJECT R-3
Herbert Hoover Jr. High School
1450 Naglee Avenue
San Jose, CA 95126
(408) 287-1111

Development Begun: 1967
Right to Read: 1972
USOE DRP Approval: 1974

# PROJECT: SDR: Systems Directed Reading

## • description

Systems Directed Reading's goal is to improve students' word attack and reading comprehension skills. Each student's needs are identified by teachers and reading specialists. The classroom model uses a differentiated staffing pattern in which unit leaders direct unit teachers and instructional aides. A nongraded format is anchored by a basal series and assisted by a 1000-item skills bank in each school. All classrooms have Systems 80 reading machines and listening centers. Each school also has a diagnostic reading center that enrolls approximately 50 pupils (grades 1-5) who have developmental reading problems.

The project supports a wide variety of teaching and learning styles. The approach is aimed at children's learning modes.

## • target audience

Primary focus has been kindergarten through 5th grade (all ability levels), but middle schools can use the program in language arts classes.

## • materials used

Word attack and comprehension skills hierarchy, skills banks are available and can be purchased and adopted separately.

## • descriptors

crossgrade grouping
reading
parent involvement
diagnostic-prescriptive
differentiated staffing
mainstreaming

## • financial requirement

Monetary costs depend upon degree of adaptation. Phase-in over a 3-year period is recommended. Year one costs normally range $4.00-$6.00 per pupil.

## • program evaluation

Evaluation data show that SDR reading procedures have decreased the number of reading problems by 73%.

## ADOPTION CRITERIA:

General Criteria: Educational need by potential adopters in the area of reading should have been established through ongoing needs assessment. Classroom teachers should be involved in decision to adopt. Administrative commitment should be demonstrated by: (1) investment of time, human and financial resources necessary to begin and sustain the program; (2) released time for staff for training, (3) funds for travel to D/D site for awareness visit; (4) contacting State Facilitator for financial help.

Staffing: SDR may be implemented by classroom teachers with or without the help of instructional aides. The help of a reading teacher will add to program.

Facilities Installation: Facilities and space found in any typical elementary school will be adequate; spacing requirements for small-group and individual instruction can be worked out in a regular classroom.

Training: Some adopter staff training is necessary prior to implementation. 2-day workshops are offered by SDR staff prior to implementation. Inservice workshops are conducted all year.

## ADOPTION SERVICES:

### • training materials

Various brochures:
Overview
Reading Taxonomy
Reading Skills Hierarchy
Pupil Profile Card
Kindergarten Handbook
Preschool Games Book
Portfolios of specimen materials

### • demonstration/ visitation

Awareness visits are scheduled on Mondays and Wednesdays at Harley Holben Elementary, Elkhart, Ind.

### • training capability

Training is available for potential out-of-state adopters as well as those within the state. Contact D/D office for information.

## CONTACT:

Ms. Betty Warner, Director
Baugo Community Schools
29125 (R4) Co. Rd. 22 W
Elkhart, Ind. 46514
(219) 294-5311

Development Begun: 9/71
USOE DRP Approval: 6/74
Diffusion Start: 9/74

# PROJECT: VOCATIONAL READING POWER PROJECT

## • description

The goals of the VOCATIONAL READING POWER PROJECT are to (1) minimize or eliminate the communication-learning gap arising from differences in student reading abilities and text-reading demands in vocational education; (2) enrich teacher knowledge, attitudes, and skills as they relate to text utilization and reading-related activities; and (3) augment cognitive learning in vocational education. The project has attempted to reach these goals through development of teacher training materials and vocational student reading support materials, plus extensive work with personnel representing various commercial publishing firms. In addition, the project has worked with preservice training institutions in an effort to incorporate our teacher training materials at that level.

The project has developed 27 auto-instructional modules on teaching Reading in Content Areas (RCA's). These modules were developed for teacher training either on an auto-instructional basis or in a workshop/seminar mode. 32 Occupationally Specific Key Word Glossaries representing 32 occupational areas have been developed for student reading support.

## • target audience

Any vocational secondary and postsecondary training program. The Reading in Content Area Modules (RCA's) may be used in general secondary staff development programs.

## • materials used

Adopting districts will receive: Teacher Training: (1) 27 modules on Teaching Reading in Content Areas (2) Informal Classroom Reading Inventories; (3) Readability Analysis; (4) Vocabulary/Language Development.
Student Materials: Occupationally Specific Key Word Glossaries for 32 different occupational areas.

## • descriptors

reading, vocational education, teacher training, industrial arts, alternative education, planning

## • financial requirement

Exclusive of training costs, per-pupil start-up costs are $15.00 and up, depending on extent of involvement and number components and materials adopted.

## • program evaluation

Evaluation data indicate general reading growth, as well as growth in knowledge of occupationally specific language. Growth is demonstrated on teacher attitudes and knowledge of text utilization and reading-related activites. Tests: Gates-MacGinitie Survey F, Occupationally Specific Vocabulary Indices, RCA modules' pre-post teacher training tests.

## ADOPTION CRITERIA:

General Criteria: Among the criteria established for potential adopter/adapters are:

Minimum of one person at adopter/adapter site with background in curriculum development and/or reading who would act as director/coordinator. Additional specialized personnel could be needed depending on components adopted.

Administrative commitment demonstrated by arrangement for obtaining (a) financial resources, (b) released time for staff training, (c) materials required for adoption, and (d) funds budgeted for travel and per diem costs for D/D training and technical assistance.

Staffing: The program is implemented by classroom teachers; however, for ease of implementation and better coordination, a person with curriculum or reading background should be designated as director or coordinator.

Facilities: Minimum of one office and available space for workshops/seminars. Space found in a typical vocational or secondary classroom is adequate.

Training: Adopter staff or adopter site trainers will be trained by members of D/D staff for a period of 2 to 3 days at adopter site. Additional time may be needed for follow-up or technical assistance depending on needs of adopting district.

## ADOPTION SERVICES:

- **training materials**

Training packages on (1) Testing, (2) Readability Analysis, (3) Teacher Survey, (4) Vocational Instructional Materials (VIMS), (5) Occupationally Specific Key Word Glossaries, (6) Reading in Content Area Modules (RCA's).

- **demonstration/visitation**

Demonstrations/visitations may be arranged at D/D site by contacting in advance (minimum of 2 weeks) Director or Associate Director.

- **training capability**

Training available for a few more potential adopters 1975-76 school year. Contact D/D office for information.

## CONTACT:

Dr. Roy J. Butz, Director
(313) 858-1940
Mrs. Lynne E. Gunabalan, Associate Director
(313) 858-2189
Vocational Reading Power Project
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Mich. 48054

Development Begun: 7/71
USOE DRP Approval: 4/74
Diffusion Start: 7/74

SPECIALIZED CURRICULUM/SPECIAL INTERESTS

# PROJECT: COMMUNITY PLANNING COUNCIL ON EDUCATIONAL ALTERNATIVES (CPCEA)

## • description

The Community Planning Council on Educational Alternatives (CPCEA), made up of city-wide representation of parents, students, teachers and administrators, is prepared to advise and support the implementation of suitable educational options at every level and in every context of the school system. Its broad goals are: 1) to enlarge the commitment and influence of the community in the education of their children and youth through development of a pluralistic system of education, and 2) to firmly establish schools of choice, including schools within schools, in the community as a sensible and purposeful first step in this developmental process.

CPCEA is a process whereby parents, students, teachers, and administrators participate in decision-making and collecting and disseminating information on educational alternatives/options.

## • target audience

Parents, teachers, students, school administrators and other members of the community at large (public and non-public).

## • materials used

No instructional materials are required for this project; however, CPCEA has made extensive use of audio- and videotape recorders, community attitude surveys, newsletters, speaker's bureau.

## • descriptors

Alternative Education, Parent Involvement, Community Involvement, Planning, Planning Models, Shared Decision Making, Schools of Choice.

## • financial requirement

Operational costs will vary between $0.75 and $1.00 per pupil. This includes the cost of hiring one person as an assistant or coordinator. Training costs will vary according to need of adopter and are considered as essential ingredient to the program. CPCEA has actively sought other grants to support additional activities and has utilized release time for teachers.

## • program evaluation

Evidence of effectiveness has been derived from four years of formal evaluation of product and managerial process objectives. Evaluations have been conducted by Educational Research Service and Systems Evaluation Research Associates.

## ADOPTION CRITERIA:

General Criteria: The basic criteria a potential adopter must be willing to meet are: (1) a "community council" be established, broadly structured to include representatives from students, parents, teachers, administrators, and other interested community groups; (2) governance of "council" must be determined by shared decision-making among its members; (3) "council" must have a budget that permits members to participate in workshops, program visitations, conferences, and to collect, prepare, and disseminate information relevant to local needs.

Staffing: Staffing assignments will vary by size or nature of community considering adoption. At least one staff person should be assigned to be available to parents, students, teachers, and administrators and to carry out organizational activities.

Facilities/Installation: Facilities and space requirements are minimal. May be in school or community building, depending on how large a resource center would be needed in addition to staff accommodations. However, consideration should be given to accessibility of all sectors of the community so as not to create transportation hardships.

Training: Initial observation is recommended at developer site. Training will be held at adopter site (up to two days) and must include potential participants from parent, teacher, student, and administrator, as well as community representatives, public and non-public. Training will be adapted to fit need of adopter site.

## ADOPTION SERVICES:

- **training materials**
  Awareness brochure, in-depth reports, samples of materials developed for workshops.

- **demonstration/ visitation**
  Visitation and observations may be arranged with two-week notice. Contact D/D.

- **training capability**
  Training plans will be adjusted to meet the needs of the community adopter.

## CONTACT:

Mrs. Patricia Kinman
Coordinator
Mr. James Sullivan
Advisor
CPCEA
197 Dixwell Avenue
New Haven, Conn. 06511
(203) 776-7756
(203) 777-2160

Development Begun: 8/70
USOE DRP Approval: 5/75
Diffusion Start: 7/75

# PROJECT: DRUG PREVENTION EDUCATION

## • description

The Drug Prevention Education program provides interested school personnel who work with elementary school pupils (grades 2-6) with the training and expertise necessary to implement such a program into their schools. The program approaches drug prevention through self-concept, value clarification, and decision-making. Pupils gain a basic understanding of factual drug information and proper use of drugs. Teachers can use the materials effectively without background in these areas. The aim of the program is to help children feel good about themselves so they will have little or no need for drugs.

Teacher materials provide instructor with activities that allow open communication between teacher and pupils & are student-oriented. Pupil materials supplement the above activities & are devised for individual work.

## • target audience

Public & nonpublic school personnel who work with elementary school students in grades 2-6.

## • materials used

The Teacher Activity Packages contain value clarification exercises, role-playing activities focusing on development of self-concept, & actual information about drugs relevant to the children's world. Student Packages contain value & self-concept activities for individual learners.

## • descriptors

affective education, decision-making, drug information, positive attitude development towards proper drug usage, self-concept, student-involvement activities, value clarification.

## • financial requirement

Materials - $18.00 for entire series. Teacher Activity Packages can be shared by teacher teams to reduce cost & total number purchased. Teachers would reproduce materials from Student Packages to meet their classroom needs. Training costs would include either travel expenses, meals & lodging for trainer(s), or $20.00 a month rental fee or $150.00 purchase price for training tapes.

## • program evaluation

During 1974-75 school year, 985 experimental & 449 control pupils in grades 2-6 with various socio-economic backgrounds were administered 3 local instruments ("Drug Factual Survey," & "Decision-Making Survey") & standardized test ("Piers-Harris Children's Self-Concept Scale"). Results indicated the experimental group improved in the above tested areas at .05 level.

## ADOPTION CRITERIA:

General Criteria: Project personnel seek elementary teachers, counselors, administrators. Interested school districts should respond to needs assessment survey sent to school administrators. A minimum of 15 people participating in the in-person training session is needed before such a session is conducted.

Staffing: May be implemented without special staff. After training, regular classroom teachers can handle the program. It is helpful, but not necessary, for administrators and community to attend training sessions.

Training: Potential adopters can choose from two modes of training:

(a) An in-person six-hour training session covers all four aspects of the program. Program personnel provide on-site training on request. Cost to requesting parties includes if necessary, round-trip travel expenses, lodging, & meals. Costs of lodging & meals may be defrayed by making in-home arrangements for personnel. Options for in-person training include one six-hour or two three-hour sessions on any weekday; two three-hour sessions on consecutive days; or Saturday session.

(b) Six one-hour videotapes that contain instructional materials identical to the in-person training.

## ADOPTION SERVICES:

- **training materials**

  Awareness brochures, abstract, evaluation reports available at no charge. Teacher & Student Packages cost $2.50 per package or $18.00 for entire series (includes 50¢ for handling & postage).

- **demonstration/ visitation**

  Demonstrations are held upon request. Visitors are welcome to visit project personnel any day during school hours.

- **training capability**

  A minimum of 15 people is needed before in-person training is done. Out-of-state training is available. Contact D/D or S/F for further information.

## CONTACT:

Dr. Artie Kearney
Project Director
CESA #8
107 North Douglas Street
Appleton, Wis. 54911
(414) 739-1591

Development Begun: 6/69
USOE DRP Approval: 5/75
Diffusion Start: 10/75

# PROJECT: HEALTH AND OPTIMUM PHYSICAL EDUCATION

## • description

The project provides training in planning and implementing a movement education program that measurably improves fitness and motor skill and contributes to improved self-concept. The program emphasis is on teaching movement concepts of space awareness, body awareness, the quality of movement, and relationships utilizing the discovery learning method. Experiences are planned to allow success for all children regardless of physical ability. The project slogan, "Every Child A Winner" finds expression in all program implementaion because winning in this program occurs when a child does his or her best. The project has developed a quality program with an emphasis on economy. The training includes an accountability model for program implementation, information on equipment improvisation, and sessions on public relations related to successful implementation of the program.

## • target audience

Kindergarten through sixth grade.

## • materials used

Book list supplied by project; improvised equipment and low-cost physical education supplies.

## • descriptors

movement education
humanistic accountability
community involvement
individualized instruction.

## • financial requirement

$1.76 per child start-up.

$1.00 per child operational.

## • program evaluation

Three-year comprehensive evaluation of project objectives using pre-and post-test data from 1,000 students grades 1-6. Detailed information available on request.

## ADOPTION CRITERIA:

The adopter school or school system will adopt the Project Health and Optimum Physical Education Plan as evidenced by:

Documented evidence of the organization of a planning committee and input from committee in establishing goals for movement education program;

Yearly movement education schedule based on those goals, evidenced in writing and implemented in the adopter schools;

Behaviorally stated lesson plans, evidenced in writing and utilized in the program, five days per week, thirty minutes per period;

The Washington State Fitness Test, the AAHPER Youth Fitness Test, and teacher-designed tests utilized as program evaluation instruments;

Program monitoring reports by principal of each adopter school and curriculum director/ project director on file in each office;

Equipment selections and reference materials based on findings of needs assessment, recommendations of planning committee, and Project Consultants in each school or on play ground;

Pupil-teacher ratio of 1:30 for program implementation;

Completion of a 2-week training schedule for teacher implementers and designated school personnel conducted by approved Project Consultants;

Letter from principal of each adopter school designating a program coordinator;

Completion of Phase I, Phase II, and Phase III program implementation on a 12-month timeline, monitored by facilitator personnel trained in the program.

## ADOPTION SERVICES:

- **training materials**

  Every Child A Winner: A Practical Approach to Movement Education, Every Child A winner with Improvised Physical Education Equipment, "Every Child A Winner" (16 mm movie), adopter kits, and awareness materials.

- **demonstration/ visitation**

  Twice weekly October-April. Contact D/D two weeks in advance.

- **training capability**

  Out-of-state adopters as well as those within state. Contact D/D office

## CONTACT:

Mrs. Martha F. Owens
Project Director
Project Health and Optimum Physical Education
Box 141
Ocilla, Ga. 31774
(912) 468-7098

Development Begun: 7/69
USOE DRP Approval: 7/74
Diffusion Start: 7/74

# PROJECT: MEDIA NOW

## • description

MEDIA NOW is a course of study in the mass media. The mass persuaders of film, radio, and TV contribute the major course emphasis. An individualized design allows the course to be used either as a semester or a full-year course, or any of the seven modules (Hardware, Production, Genre, Evaluation, Message Interpretation, Aesthetics, and Presentation) can be utilized in an existing course structure. The modules are complete components and may be expanded into individual courses or used to build other types of courses. Each module has a rational and behavioral objective.

## • target audience

Grades 9-12.

## • materials used

## • descriptors

mass media study, individualized, Film-radio-TV-sound, Laboratory Approach, performance objectives.

## • financial requirement

$750.00 for course of study -- includes one each of student books. Additional student books (SLAG & SLAB) available @ $5.00 each.

## • program evaluation

Recent evaluations of the MEDIA NOW course were conducted in media study classrooms with experimental and control students. In every instance, the results were highly significant.

## ADOPTION CRITERIA:

MEDIA NOW has been tested and validated in all types of classrooms. Although most teachers with a keen interest in mass media can successfully teach MEDIA NOW, teachers with a background in English, art, journalism, social studies, media, film, drama, or audiovisual education develop a closer relationship with the course objectives more rapidly.

Teachers selected on the basis of having support from supervisors, administrators, and their school system, and a commitment to the objectives and philosophy of the MEDIA NOW approach. Adopting schools will need basic media production equipment (suggest list is included in awareness package).

Teachers must be energetic and enthusiastic.

Administrator must be willing to support the MEDIA NOW curriculum financially and structurally by providing flexibility and openness to new teaching and learning styles.

## ADOPTION SERVICES:

- **training materials**

  One Teacher Activity Book (TAB)--Teacher Manual, One Media Dictionary, One Student Learning Activity Book (SLAG) -- Student Quest Material, One Student Learning Activity Guide (SLAG) -- Student Lab Manual, 50 Learning Activity Packages.

- **demonstration/ visitation**

  No information presently available.

- **training capability**

  Training sessions will be held at adopting site or state. Expected availability is about 15 person-days per month. There is a per diem fee for training of $75.00 per day.

## CONTACT:

Ron Curtis, Project Dir.
MEDIA NOW
Southwest Iowa Learning Resources Center
401 Reed Street
Red Oak, Iowa 51566
(712) 623-4913

# PROJECT: OCCUPATIONAL VERSATILITY

## • description

Occupational Versatility is a method whereby students learn in an exploratory industrial arts program. Throughout this learning procedure, the educator creates the scene for the learner to function and provides counsel. The learner is responsible for selecting, directing, managing, and evaluating his/her performance. The degree of learner responsibility increases as he/she progresses through the program.

Facilities provide opportunities for work in areas that include, but are not limited to: woods, plastics, power, electricity/electronics, sheet metal, wrought iron, forge and foundry, welding, graphics, drawing, career information, and general industries.

Classes are heterogeneous, composed of boys and girls from different grade levels. Two or three instructors form a teaching team to supervise student activities. Students have access to a variety of information resources, in addition to instructors and more experienced peers.

## • target audience

Middle school and/or junior high.

Method has also been applied in elementary and senior high and in the areas of art and home economics.

## • materials used

Student management records:
-attendance and time utilization
-material purchases-planning records
-equipment operation
-performance operation
Project plan sheets - Skill units
Self-instructional materials
A document prepared for adopters contains all material and a step-by-step installation procedure; available through State Facilitators and/or State I.A. Supervisors.

## • descriptors

vocational education
career education
industrial arts
problem solving
cross-age grouping.

## • financial requirement

Installation costs vary greatly as they depend on what is now available and what degree of program a district wants. Installation manual has a section for an adopter to determine the cost of desired program.

## • program evaluation

Evaluation data show that participants in the Occupational Versatility method more significantly increase their abilities of self-sufficiency, adaptability, and productivity than students in a teacher-directed industrial arts program. Their attitudes were also superior and their knowledge and skill gains comparable.

## ADOPTION CRITERIA:

General Criteria: Awareness by community (teachers, administration, parents, students) of goals and objectives of Occupational Versatility.

Belief that students can and will accept the responsibility of selecting, directing, managing, and evaluating their educational pursuits.

Willingness of staff for extra effort to learn, facilitate, and practice Occupational Versatility (student-managed learning) method.

Commitment by school board and administration adequately to fund and support program.

Staffing: May be implemented without special staff. After training, regular classroom teachers should be able to teach in the Occupational Versatility method. Surveys indicate that 97% of industrial arts teachers would like to practice this method.

Facilities/Installation: Facilities required depend on aspects the program adopted. The student-managed method of learning requires that students can perform with ease and convenience the selection, direction, management, and evaluation of their activities. This development is explained in detail in the installation manual.

Areas the student is able to explore in are flexible. The more activity areas, the more comprehensive the student exploration. But the more activity areas, the more costly and complex the program.

Individual adopters must determine their own capabilities.

Training: Complete training consists of three aspects:
Reading and understanding installation manual.
A workshop on student-managed learning.
A week of inservice at a demonstration school.

All aspects are desirable but a district may be able to adopt with limited training.

## ADOPTION SERVICES:

- **training materials**

  Awareness brochure
  Installation manual
  (available 1-1-76 via State Facilitator or State I.A. Supervisor)
  Materials available from:
  Institutional Systems
  400 Reed Street
  Santa Clara, CA 95050
  (408) 249-2796

- **demonstration/ visitation**

  Visits may be made at any time to a Seattle area school. Training sessions at these schools should be scheduled. Demonstration programs are being established across U.S. Contact State Facilitator, State I.A. Supervisor, or Project O.V. for location near you.

- **training capability**

  Training is designed to meet each adopting district's needs. Adopters may work with project staff and State Facilitator to develop a format specific to their planned program.

## CONTACT:

Mr. John Lavender, Dir.
Occupational Versatility
Highline Public Schools
15675 Ambaum Blvd., S.W.
Seattle, Wash. 98166

Development Begun: 8/69
USOE DRP Approval: 5/73
Diffusion Start: 8/73

# PROJECT: TALENTS UNLIMITED

## • description

Talents Unlimited is designed to help teachers recognize and nurture in all children multiple talents including talents in the areas of productive thinking, communication, forecasting, decision making and planning as well as in academic areas. The program is a structured attempt to implement and evaluate primarily at the elementary classroom level. The multiple talent theory was defined by Dr. Calvin Taylor and is based on sound educational and psychological research in learning. Replicable models for teacher training instruction and evaluation have been developed. The program is operational within any organizational pattern.

## • target audience

Primarily kindergarten through middle school; may be adopted for any age group. Suitable for all ability levels.

## • materials used

Adopting schools are given permission to produce the three program models; teacher training, student instructions, evaluation.

## • descriptors

Teacher training, academic talent, productive thinking forecasting, communication talent, planning talent, decision-making talent.

## • financial requirement

Start-up costs per pupil will be approximately $5.98. After the first year costs will be reduced to about $4.20.

## • program evaluation

Third-year data revealed a highly significant difference in favor of the experimental groups on the talent tests and on Torrance's Test Of Creative Thinking. Also a highly significant trend of increased achievement performance and a major impact on positive self-concept were evident.

## ADOPTION CRITERIA:

Need to assure real match between developer/demonstrator and adopter target population based on needs assessment.

Commitment from administrative personnel.

Private schools offered opportunity to participate. If they reject offer, letter documenting rejection should be on file.

Teacher training which is essential.

On-site visit to both the developer/demonstrator and adopter sites to be arranged.

Evaluation as determined by developer/demonstrator to be carried on and documented.

Availability of financial and human resources to be assured.

Size of adoption site.

Degree of adoption/adaptation agreeable to developer/demonstrator.

## ADOPTION SERVICES:

### • training materials

Training for Trainers' Practicum Protfolio; 3 model binders.

### • demonstration/ visitation

Arranged as needed.

### • training capability

5-day practicum for trainers conducted at DD site. Contact DD office for information.

## CONTACT:

Talents Unlimited
Sara C. Waldrop
1107 Arlington Street
Mobile, Alabama 36606
(205) 438-9709

# PROJECT: URBAN ARTS PROGRAM

## • description

The URBAN ARTS PROGRAM establishes a daily working relationship between schools and community artists and arts organizations. It is a response to two basic education needs: better use of the arts in education and better use of community cultural resources. Working artists supplement regular school instruction; the learning environment shifts to galleries, museums, practice rooms, and concert halls--places where the arts are created, housed, and performed. Instruction focuses on process, giving all students an opportunity to experiment with the arts as they develop their own aesthetic judgments. Urban Arts in Minneapolis implements this program through 5 strategies: daily workshops, in-school projects, events, and exhibitions, affiliate projects, and summer programs.

Understanding of process is acquired by experiment, training, and practice through an instructional manner that is direct, immediate, and personal.

## • target audience

Daily art workshops held outside the classroom are offered at junior and senior high level. Elementary pupils participate in other projects. Affiliate projects include teacher workshops.

## • materials used

Urban Arts in Minneapolis can serve as a model and provide abstracts of workshops as well as copies of contracts and evaluation reports. Generally, however, the type of program established depends upon arts facilities and artists available in the adopter community.

## • descriptors

aesthetics and arts, community involvement, cross-grade grouping, alternative education, movement education, interdisciplinary, affective education/personal development

## • financial requirement

Initial implementation, including planning, first year: $145,000 (included salaries of project administrator and secretary). Ongoing maintenance, annually: $136,000. Per-pupil cost was reduced from $127.50 to $5.70. Per-pupil cost computes at maintenance level for 25,000 students would be $5.44 annually. Funds should come from 3 sources: schools, community, and arts organizations.

## • program evaluation

An interjudge strategy of evaluation has yielded a reliable and consistent success rating for program goals and objectives. 50 randomly selected students kept daily journals which were analyzed and categorized as Personal Reports of Subjective Experience, an evaluation procedure copyrighted by Creative Humanistics, Inc. Experts in art education visited the program and wrote reports.

## ADOPTION CRITERIA:

General Criteria: Urban Arts is ready to transmit features of the Urban Arts Program to potential adopters (not to exceed 6 sites in the first year) whose population and location fit the descriptions below:

(1) A school system in Minnesota within a community population not to exceed 30,000.
(2) A school system in Minnesota within a community population of 30,000 to 100,000.
(3) A network system of parochial or nonpublic schools.
(4) A school system outside Minnesota within a community population of 50,000 - 200,000.
(5) A school system outside Minnesota in one of the nation's largest cities.
(6) A school system outside Minnesota with any size community population.

Staffing: To implement the program successfully there should be a project administrator and secretary to set up workshops and to handle extensive correspondence and scheduling procedures. Urban Arts uses liaison teachers who either work for Urban Arts part of their teaching day or spend a year out of the classroom helping coordinate the program. Local artists serve as teachers. Teachers with special talents often work as artists for the program.

Facilities Installation: Urban Arts uses the arts facilities existing in the community--museums, galleries, workshops, concert halls, theatres, studios. Adopters will be provided with procedures for cataloging their community's arts resources and for enlisting financial support.
In-school projects, summer programs, and affiliate programs usually use existing classroom facilities.

Training: Urban Arts has planned 3 workshops to implement adoption: two held at adoption sites and one in Minneapolis. Adopter sites should plan to send a project administrator and representatives from the teaching staff and from the arts community (artists and arts management personnel) to each workshop.

## ADOPTION SERVICES:

### • training materials

Awareness brochures, evaluation reports, guidelines available at no cost. 16mm film (Urban Arts) and slide-tape presentation available to rent. Bibliography of Evaluations of Arts Programs in Education for sale.

### • demonstration/ visitation

Visitors welcome. Make arrangements by contacting D/D.

### • training capability

Three 2-day workshops are planned for adoption sites. Contact D/D.

## CONTACT:

Wallace Kennedy, Admin.
Educational Testing Service
807 N.E. Broadway
Minneapolis, Minn. 55413
(612) 348-6256 or 6257

Development Begun: 7/70
USOE DRP Approval: 7/75
Diffusion Start: 9/75

SPECIAL EDUCATION/LEARNING DISABILITIES



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# PROJECT: ALL CHILDREN TOTALLY INVOLVED EXERCISING (ACTIVE)

## • description

Project ACTIVE meets the physical activity needs of all handicapped individuals in a school district or agency. ACTIVE offers: a training program to provide teachers with those skill strategies necessary to implement an adapted physical education program; diagnostic-prescriptive curriculum manuals (8) and materials addressed to the gamut of handicapping conditions; and consultant services to assist implementers during the installation phase. Program strengths include extreme flexibility for adoption/adaptation; a total curriculum package that can be implemented immediately; and accountability features to enhance administrator/community support.

Student instruction is based on individualized-personalized teaching/learning strategies. Teacher training utilizes a competency-based instruction format, with emphasis on trainee exposure to handicapped individuals in a field setting.

## • target audience

All handicapped students, pre-K-12, physical educators, special educators, recreation teachers, paraprofessionals, and any others working with the handicapped.

## • materials used

Available teaching model kit includes: a teacher training manual and filmstrip; a low motor ability manual and filmstrip; and six additional manuals addressed to specific handicapping conditions. Each individualized curriculum unit can be adopted and/or adapted singly.

## • descriptors

Handicapped children, physical education, diagnostic-prescriptive teaching, competency-based teacher training, individualized-personalized instruction.

## • financial requirement

Per-pupil cost for implementing a program for every handicapping condition (including one staff member) would be approximately $9.00. Per-pupil cost is reduced to approximately $5.00 if no staff member is required. Continuing costs will decrease due to availability of initial equipment. Training expenses vary in different states, but usually cost $37.50 (purchase of model kit).

## • program evaluation

Evaluative data showed the ACTIVE individualized-personalized and competency-based strategies to significantly increase student and teacher performance behaviors. Six pupil research studies reflected significant gains in motor and other psychomotor skills. Over 200 teachers achieved 80% (20 of 25) cognitive and pyschomotor competencies.

## ADOPTION CRITERIA:

General Criteria: ACTIVE is designed to meet the needs of those districts/agencies interested in achieving the following goals: provide an individualized physical education program for handicapped students; improve teacher performance; develop a curriculum relevant to student population; adopt a teaching/learning model in concert with the trend toward accountability.

Staffing: ACTIVE was initiated to provide teachers with those minimal skills necessary to establish a program; thus no additional personnel are needed. However, large districts should consider hiring and training one person to supervise the total program.

Facilities/Installation: No special facilities are required. Comprehensive programs can be initiated in very limited areas. Ideal recommendation would be a 30' x 60' area removed from other teaching stations. Equipment is available; cost per school varies from $50.00 to $300.00.

Training: Mini-training offerings (three 8-hour sessions) will provide those competencies for implementing three program components, e.g., motor, perceptual-motor, and physical fitness; maxi-training offering (five 8-hour sessions) to implement the total program. District commitment includes implementation of at least one aspect of the ACTIVE program in three or more classes for a year, the "turn-key" training of one additional staff member, and pre-post data submission to the project.

## ADOPTION SERVICES:

### • training materials

Awareness flyers (3) -- no cost; technical brief (1) -- $0.15. Teaching Model Kit -- $37.50 (8 manuals). Teacher training filmstrip (1) -- $5.50. Motor ability filmstrip (1) -- $5.50.

### • demonstration/ visitation

Demonstrations may be requested. ACTIVE site can be visited with two weeks notice. Confirmation required one week in advance of visit. Visits are scheduled one day per week. Contact D/D.

### • training capability

Cadre training team (staff of 18) and flexibility of training program provides many alternatives to meeting the specific needs of any district or agency.

## CONTACT:

Dr. Thomas M. Vodola
Director, Project ACTIVE
Ocean Township Elementary School, Dow Ave.
Oakhurst, NJ 07755
(201) 229-4100 ext. 260

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|---|---|
| Development Begun: | 7/72 |
| USOE DRP Approval: | 9/74 |
| Diffusion Start: | 6/75 |

# PROJECT: CONTRACT LEARNING FOR EDUCABLE MENTALLY RETARDED STUDENTS

## • description

This project originated as an effort to use the resources of both a private company and the public school to break through the unsuccessful patterns of the past where educable mentally retarded (EMR) students were placed in segregated facilities with specially trained teachers. Under contract to the Grand Rapids Public School System, Alpha II assembled and organized an individualized reading and mathematics curriculum. This curriculum and classroom management design are similar to those in other learning centers for regular and accelerated students operating in the public schools. Emphasis is placed on a positive approach to learning and student self-management. Techniques that encourage desirable behavior and gradually eliminate undesirable behavior are stressed in both the academic and social areas. All children are scheduled time in special reading and mathematics learning centers established in each building. Activities and materials in the special learning rooms are individualized and student progress is self-paced. Teachers receive inservice training to coordinate learning experiences for EMR students.

## • target audience

Handicapped, normal, or accelerated elementary students.

## • materials used

Evans reading materials are used; other materials are generally already available in schools.

## • descriptors

handicapped children, reading, mathematics, diagnostic-prescriptive, mainstreaming.

## • financial requirement

Various components of this program could be adopted; therefore, costs to adopters vary from little or nothing to thousands of dollars. Adopters should plan to have their staff attend a 4-day workshop. Some adopter schools may need to purchase reading machines and special materials.

## • program evaluation

Evaluation conducted showed that: EMR students doubled their reading and math growth rates; attitudes of parents and teachers were influenced positively toward both the program and EMR students; involvement of an "outside" private learning group helped teachers have a significant impact upon EMR student achievement; the cost of teaching EMR students was greatly reduced.

## ADOPTION CRITERIA:

General Criteria: No general criteria set.

Staffing: Regular classroom teachers implement this program.

Facilities/Installation: No special facilities are required, but districts may need to purchase reading machines if not already available.

Training: Participation in a 4-day workshop is considered an important part of replicating this program.

## ADOPTION SERVICES:

### • training materials

Descriptive brochures available.

### • demonstration/ visitation

Staff will make on-site visitation arrangements. Visits may be made to Grand Rapids locations every other Wednesday; contact D/D two weeks in advance.

### • training capability

Staff will conduct 4-day workshops for inservice training. Staff will provide follow-through consulting services plus the services normally supplied by an outside contractor.

## CONTACT:

Robert Whitecraft
Director
Contract Learning for
Educable Mentally
Retarded Students
Grand Rapids Public Schools
928 Aberdeen, N.E.
Grand Rapids, MI 49505
(616) 456-4585

Development Begun: 7/71
USOE DRP Approval: 2/75
Diffusion Start: 5/75



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# PROJECT: ENGINEERED CLASSROOM FOR STUDENTS WHO ARE BOTH EDUCABLY, MENTALLY HANDICAPPED AND BEHAVIORALLY MALADJUSTED

## • description

The Engineered Classroom is a diagnostic-prescriptive program that provides individualized instruction and engineering of time and behavior to appropriate handicapped pupils. Pupils are staffed into the Learning Center for supportive help in meeting their educational needs. The model is designed to provide for all mildly handicapped and behaviorally maladjusted pupils in a given attendance area. Pupils referred are evaluated in terms of the apparent educational handicap; a staffing team outlines a program based on needs of child. Learning Center teachers provide direct pupil support and regular classroom teacher support.

## • target audience

Elementary mildly handicapped pupils. However, centers are being opened in the junior and senior high using the same basic design.

## • materials used

Good instructional materials for individualized curricula available commercially. Adopter schools should make decisions on materials they want in Learning Centers. The program staff will assist in material selection upon request.

## • descriptors

least restrictive alternative program
teacher and curriculum support
staffing team approach
flexibility and adaptability
parental involvement
staff service.

## • financial requirement

Exclusive of training, initial cost must include: (a) salary-teacher & aide ($13,000 in Papillion); (b) material and supplies; $4,000 first year to build a bank of material; (c) utilities cost per room average for building; (d) furniture and carpet if not available in district; (e) summer program costs if applicable; (f) air conditioning for room if summer program operates. Estimated cost for first year in Papillion approx. $17,000 for (a) & (b).

## • program evaluation

Evaluation data indicate that pupils showed positive gain in all 15 measured objectives in three areas: academic, self-concept, and behavior. Parental support very positive. Community support positive. Administrative support at all levels very positive. Program successful in eliminating labelling of handicapped students.

## ADOPTION CRITERIA:

General Criteria: Adoption criteria for interested schools:
(1) Review of awareness material or presence at an awareness presentation. (2) Interest or intent review of manual, abstract, or evaluation report, visitation to program, or requesting and/or attendance at a one-day in-depth workshop. (3) Letter of Commitment--(a) written letter for superintendent stating desire to adopt program; (b) agreement to include commitment for training in 3-day workshop at Papillion site. (The adopter school agrees to send a team of at least 3 people, including at least one special education teacher, one regular class teacher, and one administrator; (c) Papillion agreement to provide consulting services during first year of adoption.

Staffing: To implement program, adopter LEA needs special education teacher and aide for each Learning Center. The principal and teachers of building will be involved in the program. The building-level administrator is responsible for program at his site.

Facilities/Installation: A regular classroom can be used for the program. It should be carpeted and have its own phone extension. The usual school furniture is used in the room. No special AV equipment is needed. Space for storage of materials essential.

Training: Papillion prefers to conduct its 3-day training at Papillion for individual schools adopting the program. Programs are built around individual school needs. It is essential for a classroom teacher, special education teacher, and administrator to be present. Living expenses while at training sessions are LEA responsibility. 3 days of consulting provided to LEA during first year of implementation. Student evaluation instruments used by Papillion must be used by adopter in first year of operation.

## ADOPTION SERVICES:

- **training materials**
  Awareness brochure available at no cost. Awareness presentations made upon SF requests. Program manuals available for purchase. Training workshop materials provided to adopter schools.

- **demonstration/ visitation**
  Visits are scheduled one day each week. Confirmation of visitors required two weeks in advance. Contact D/D.

- **training capability**
  Training is designed to meet each adopting district's needs. A 3-day workshop is set up to train adopter schools. Papillion will train 10 districts during the year.

## CONTACT:

Mr. Robert H. Ostdiek
Federal Program Director
Papillion-LaVista Public School
1217 Golden Gate Drive
Papillion, Neb. 68046
(402) 339-3411

# PROJECT: PROJECT FAST (Functional Analysis Systems Training)

## • description

The full innovativeness of Project FAST is that it develops a comprehensive delivery system with the synergistic effect of teachers, parents, consultants, and administration targeting in a systematic manner on the child's developmental and learning processes. Because it is a delivery system focused on the developmental and learning process, teacher development, support personnel, parent involvement, classroom organization, utilization of learning materials, sequencing of instructional modules, and media of experiencing learning all converge on the same objective: to accommodate almost all pupils (slow and fast) as they progress toward optimal functioning in the regular classroom learning environment in an ongoing diagnostic, prescriptive, and evaluative process.

Project personnel observe students, diagnose learning problems, program for students via prescriptive process, organize classrooms into learning centers, utilize tri-module support system, and involve parents in prescriptive program.

## • target audience

Pupils of all abilities, grades K-6, with emphasis on prescriptive programming for pupils with learning problems within regular classroom.

## • materials used

Adopting schools will be given a Project FAST Box containing Conceptual Model and Teacher Tool Kit, including "how to" observe children, analyze tasks, decipher developmental levels, write prescriptions (programming), organize classroom into learning centers, help students manage their own behavior, utilize support help, share teaching methods, and team with parents.

## • descriptors

diagnostic-prescriptive, special education, learning disabilities, mainstreaming, teacher training, parent involvement, specialist support system.

## • financial requirement

Exclusive of training, cost per learner is approximately $20.00 (first year), depending on existing materials (e.g., overhead projectors, tables-chairs, listening stations, tape programs, teacher- or parent-made games). Adopter district should release 3-4 staff for 2 weeks of training.

## • program evaluation

Metro Ach Testing (pre-post, 1-6); 145 students diagnosed as having learning problems or disabilities. Rx programs and test data analyzed; highly implemented Rx programs compared to low-implemented programs. Reading and math significant for Rx programs implemented around project.

## ADOPTION CRITERIA:

General Criteria: The prospective adopter district must go through a process of identifying and clarifying its own goals, needs, and objectives. Implementation procedures are geared toward districts whose administrators are prepared to adopt a developmental philosophy. Teachers and other personnel should be allowed to decide whether to volunteer to participate in the program. Participation should not be imposed by administrative mandate. The administration of a prospective adopter district (including board members, superintendent, and principals) must be ready to demonstrate their intent to adopt the project by supporting it through their own emotional investment and active participation. The prospective adopter district will be prepared to make financial commitments for equipment and supplies, plus 10 days for 3-4 of their personnel to attend a workshop to learn how to serve as a facilitator and models.

Staffing: A facilitator to train other school personnel, existing elementary school personnel, specialists from school district or intermediate office, community resource consultants, and parents. (Part-time aides can help accelerate program implementation.)

Facilities/Installation: Any normal classroom facility. Rooms should be large enough to set up 5-7 learning centers or stations. No additional instructional equipment is needed beyond that usually found in elementary schools.

Training: A visitation to project site by a representative group from the adopter district is required. Total participating staff should go through a decision-making process to determine goals and objectives at adopter site. A 2-week training session at project site for trainers/facilitators is necessary.

## ADOPTION SERVICES:

### • training materials

Awareness brochure, program description, and evaluation reports at no charge. Slide/tape and videotape presentations on site. 16mm film - $20.00 rental. FAST Box-Training Package, $35.00.

### • demonstration/ visitation

Visits to Project FAST are scheduled weekly and must be arranged three weeks in advance. Contact D/D office.

### • training capability

Two weeks of training is available for out-of-state and in-state districts who meet adoption criteria. Facilitators (3-4 representatives from adopter districts) are trained on-site.

## CONTACT:

Mr. Herb Escott, Director
Ms. Sonja Tweedie, Dissemination
Essexville-Hampton Public Schools
303 Pine Street
Essexville, Mich. 48732
(517) 893-4533

Development Begun: 7/71
USOE DRP Approval: 1/75
Diffusion Start: 8/75

# PROJECT: FOCUS

## • description

The overall goal of Project Focus is to decrease the incidence of alienation among students, faculty, and the community at large. Focus provides an alternative educational plan for students who have been identified as disaffected and showing a lack of motivation, lack of confidence, and low self-esteem. Many of these students also have reading problems and function in school well below their capacity socially and/or academically.

Students are screened for admission but enroll voluntarily. Once enrolled, they are required to be in the program for at least three hours a day, part of which is a family course using group counseling techniques. Focus also offers modified versions of required high school courses (social studies, English, math) as well as work experience. Biology, art, and physical education are taken in the regular school.

A combination of various teaching strategies and styles is used, including both group and individualized instruction. Focus students are involved in the development and evaluation of course materials.

## • target audience

Disaffected secondary students, all ability levels.

## • materials used

Regular materials have been modified to meet the needs of these students. Growth and awareness materials, vocational and career education materials. The process can be adopted/adapted without purchasing any materials. Adopter school staff receive teacher manual.

## • descriptors

affective education/
personal development
basic skills
alternative education
group counseling
special education
problem solving
vocational education.

## • financial requirement

This cost will differ due to individual organization of area and availability of special reimbursements in that area. Teacher release time for training.

## • program evaluation

Evaluation data show that participation in Project Focus has significantly increased students' academic achievement and improved self-concept and attitude toward school, while a significant decrease is shown in discipline referrals, school suspensions, court referrals, and absenteeism.

## ADOPTION CRITERIA:

General Criteria: Potential adopter must exhibit willingness to provide an alternative program for an identified group of students whose needs are not being met within the existing program. This group of students should be clearly identified through an ongoing needs assessment or a new study. Students should be admitted to the program voluntarily; the staff implementing adoption should be involved in decision to adopt. A group process must be included in the implementation plan. Administrative commitment should be demonstrated by (1) investment of human, physical, and financial resources necessary to implement and sustain the program; (2) release time for staff training with D/D personnel: and (3) assistance in implementing an ongoing evaluation model.

Staffing: Implementation may be done without special staff. After training, regular classroom teachers who have shown interest in working with disaffected students can successfully implement the program.

Facilities/Installation: Facilities and space found in any typical secondary school will be adequate; ideally the project would be allotted a cluster of classrooms with nearby office space. Overall enrollment should be limited to 75 to 100 students; the group process is best conducted with groups of 10 to 12 students.

Training: Adopter staff training is considered necessary both prior to and during implementation. This training can be done at D/D site for a period of four days or through a workshop at adopter site, provided more than one school is involved. Technical assistance will be provided at adopter site as requested, following implementation of model.

## ADOPTION SERVICES:

- **training materials**

  Brochure, in-depth descriptive booklet available at no cost. Teacher training manuals available to adopter staff at no cost, can be purchased by others in part or complete at small cost.

- **demonstration/ visitation**

  Demonstrations/visitations are scheduled at least two weeks in advance. Visitations are limited to one week during the month and must be arranged directly with D/D.

- **training capability**

  Training is designed to meet each adopting district's needs. Training sessions are held at the D/D site once each month. Workshops at adopter site are limited by available funding and staff time.

## CONTACT:

Ms. Sue Schillinger
Project Coordinator
Focus Dissemination Project
211 N. McCarron's Blvd.
Roseville, Minn. 55113

Development Begun: 7/71
USOE DRP Approval: 4/74
Diffusion Start: 8/74

# PROJECT: PROJECT IDEA

## • description

The project assists hearing-impaired children from birth to age 3 by stimulating the growth of developmental skills through an enriched environment and intensive parent training. This requires utilization of the child's residual hearing through appropriate amplification to maintain a constant functional level. Individual tutoring and home visits are provided for all children; a daily nursery school program is conducted for those over 18 months of age. Children are seen and tested on a regular basis by staff audiologist and psychologist.

## • target audience

Hearing-impaired children from birth to age 3 and their parents.

## • materials used

Various stimulating materials.

## • descriptors

Instruction of child
Parent education
Staff development
Audiology
Psychology
Diagnosis, referral, and placement
Evaluation.

## • financial requirement

The cost per student is $7,650 (which has been paid by the State of California). The budget provides monies for teachers, aides, psychological, audiological, and secretarial services, materials, supplies, transportation (teacher reimbursement for home visits and reimbursement to parents for transportation), travel, and consultants.

## • program evaluation

Based on:
Inventory of Attitudes on Family Life and Children, Alpern-Boll Development Profile, Modified Boone Scale.

## ADOPTION CRITERIA:

A viable funding source

Willingness to use the Project IDEA evaluation design and the same evaluation tools or others approved by Project IDEA

A belief in using hearing aids as the primary source of amplification with constant monitoring

A belief in parent education and parent participation in planning, teaching, and evaluating at school and at home

Willingness to use a curriculum based on total child development for the playroom and 1-to-1 individual tutoring lessons

Utilization and training of competent staff-credentialed teachers of the deaf, aides as needed, and psychological and audiological services on a regular basis

A firm belief in utilizing multiple and varied teaching approaches to guarantee appropriate language input to meet child's needs

Willingness to provide necessary physical environment to support project

Willingness to adopt all program components

Communication with referral sources

Administrative, parent, and community awareness and support

Two to three adopter schools could be serviced in one year

Regional considerations are not a factor for selection

## ADOPTION SERVICES:

### • training materials

Videotapes and manuals on each of the program components.

### • demonstration/ visitation

They can occur monthly. Five to seven people may visit at one time, with confirmation two weeks in advance. Demonstration/ visitation contact person will be Margaret Wood.

### • training capability

Approximately two to three adopter schools could be serviced in one year. Numerous adapters interested in one or more components also could be assisted during the year.

## CONTACT:

Margaret Wood
Project IDEA
Coventry School
1125 W. Campbell Ave.
Campbell, CA 95008

**PROJECT:** PROJECT LEARNING DISABILITIES: Early Identification and Intervention

## • description

PROJECT LEARNING DISABILITIES' overall goal was to identify children with learning disabilities in kindergarten and remediate them within the structure of the regular classroom and/or resource room. It was anticipated that working with these children in kindergarten, first, and second grade would enable them to function successfully in a regular third-grade classroom. To achieve these objectives, activities were conducted in student, teacher, and parent components.

The project is based on techniques for screening children at the kindergarten level. Instructional prescriptions are developed for each student. Classroom teachers are trained to identify and remediate learning disabilities students. Parents are actively involved in education of children.

## • target audience

Pupils in kindergarten and grades 1-2.

## • materials used

Behavior Checklist
Prescription Guidebooks
Parent Guidebook.

## • descriptors

early identification
resource room concept
mainstreaming
teacher training
parent involvement.

## • financial requirement

Start-up cost will vary according to the personnel available. School districts must have learning disabilities resource teacher and qualified personnel to evaluate students. Cost of equipment and materials for resource room will also vary according to needs assessment.

## • program evaluation

Evaluation data show that pupils have significantly increased their achievement, self-concept, and social skills. Classroom teachers have been adequately trained to identify and remediate learning disabilities students. Parents have been actively involved and have responded positively to the program.

## ADOPTION CRITERIA:

General Criteria:
Adopting school administration must be committed to start a learning disabilities program.

Adopting school district must have available or have access to professional personnel who can evaluate prospective learning disabilities children.

Adopting school district must agree to allow D/D staff to make monitoring visits to their school district after training workshop.

Adopting school district must agree to set up evaluation plan for adopted project.

Adopting school district and/or state facilitator must pay expenses for training costs.

Staffing:
The availability of teachers who have training and/or experience in working with children with learning disabilities.

Facilities Installation:
Facilities and space found in any typical elementary school will be adequate.

Training:
Training will take place at both the developer's site and the adopter's site.

A one- or two-day training session will be held at the developer's site. A one- or two-day workshop will be held at the adopter site. Staff members from the D/D project will make at least two monitoring visits to the adopter site.

## ADOPTION SERVICES:

- **training materials**
  Workshop packets including training manual, behavior checklist, prescription forms, etc.
  Parent Guidebook
  Prescription Guidebook.

- **demonstration/ visitation**
  Demonstration/visitations are scheduled frequently at project site in New Orleans. Contact D/D office for schedule.

- **training capability**
  Training is available for potential out-of-state adopters as well as those within the state. Contact D/D office for information.

## CONTACT:

Ms. Nancy R. Hoepffner, Dir.
Project Learning Disabilities
1515 South Salcedo Street
New Orleans, La. 70125

Development Begun: 7/71
USOE DRP Approval: 4/73
Diffusion Start: 7/74

# PROJECT: NORTHWEST SPECIAL EDUCATION (NWSE)

## • description

PROJECT NWSE was designed to provide a process for the teacher to facilitate 'teaching and reading' Specific Learning Disability (SLD) students. The unique learner approach enables active teacher participation in individual assessment techniques and design of instructional materials and methods, while providing direct intervention teaching. The approach culminates in the development of learning package. A continual ongoing diagnostic process to help reluctant students learn to learn.

No one teaching approach is either recommended or required; experimental curriculum development is encouraged.

## • target audience

Grade 1 through early junior high; SLD students.

## • materials used

Adopting schools will be given permission to reproduce materials. Training kit includes: Overview and Adoption Criteria, Tests and Forms, and a bibliography of suggested commercial tests, such as Wold's Screening Tests for the Classroom Teacher, Silvaroli Reading Inventory, and Wide Range Achievement.

## • descriptors

Special education, learning disabilities, diagnostic-prescriptive, continuous progress, mainstreaming.

## • financial requirement

Exclusive of training, cost per learner is approximately $7.50, depending upon availability of text materials at adopter site. Continuing costs are minimal. Training costs are normally considered an essential ingredient. Anticipated and continuing costs assume availability of special education personnel and resource materials.

## • program evaluation

Data showed that students significantly increased in learner change in academic areas. Students, teachers, and parents tended to recognize increases in self-confidence and a renewed interest in learning. Teachers reported increased skill in: stating behaviors in specific terms, awareness of progress/no progress, and curriculum development and evaluation.

## ADOPTION CRITERIA:

General Criteria: Project staff are interested in locating educators willing to assume an in-depth teaching responsibility for SLD students.

Administrative commitment should be demonstrated by: (1) evidence of completed needs assessment; (2) involvement of instructional personnel in decision to adopt; (3) provision of released time for staff development; (4) budgeting of funds for (a) materials, (b) travel of key personnel to D/D site and/or alternative training options at adoption site.

Staffing: The program may be implemented by classroom teachers with specialized support from special education personnel, and/or SLD teachers in resource or self-contained settings.

Facilities/Installation: Facilities and space found in any typical elementary school will be adequate; spacing requirements for individual instruction can be worked out in regular classrooms or other locations within a school.

Training: Some adopter staff training is considered necessary both prior to and during implementation. Up to 3-day workshop options by NWSE staff are available as needed. During each operational year, project staff will conduct demonstrations at local and easy-access sites, and various other workshop options at all other sites.

## ADOPTION SERVICES:

- **training materials**
  Brochure, project booklet, narrated program description, forms and tests to be reproduced, descriptions of available materials available for SF's facilitators at no cost. Purchase price of training kit is $7.50.

- **demonstration/ visitation**
  Demonstration/visitations are scheduled at project site (September, October, April, and May), and at the 'easy-access site,' University of North Dakota, Grand Forks, N. D. (December and March). Project staff are available for workshops.

- **training capability**
  Training is available for out-of-state adopters in months of January and February. However, other arrangements are negotiable. Contact D/D for information.

## CONTACT:

Joan Bonsness
Project Director, NWSE
Burke Central School District 36
Burke Central School
Lignite, N. D. 58752
(701) 933-2532

Development Begun: 7/71
USOE DRP Approval: 12/74
Diffusion Start: 7/75

# PROJECT: RE-ED SCHOOL

## • description

Re-Ed is a regional program serving 7 counties to provide short-term (4 to 6 months) treatment in both residential and satellite (day-care) classes for emotionally disturbed children unable to function in a regular classroom. The objective of re-education is to help the child and the social ecology within which he operates achieve just enough reorganization to make the system work satisfactorily and to give the child a higher probability of success than of failure in a regular classroom. The emphasis is on unlearning negative behavior patterns and learning positive ones for use at school, at home, and in the community. Bi-weekly meetings with parents are designed to encourage their positive behaviors as well.

Individualized academic and behavior modification programs based on problem identification by referring school and parents and by educational pretesting. Goal-oriented record-keeping on each child as planned by team of liaison teacher-counselor, day teacher, children's program specialist, educational specialist, and others.

## • target audience

Pupils in grades 1-6, of average or above academic/intellectual potential, exhibiting characteristics of emotionally disturbed children as defined by state guidelines, particularly age-inappropriate behavior.

## • materials used

Commercial and teacher-made materials designed for high interest with behavior-disordered students. Token economy systems.

## • descriptors

handicapped children, emotional disturbance, behavior disorders, behavior modification, parent involvement, team teaching, diagnostic-prescriptive, affective education/personal development.

## • financial requirement

Residential: Initial start-up cost depends upon facilities and support available. Cost per child per day is approximately $30.00.

Satellite: Re-Ed concept can be adapted into district's special education program as special classroom or resource room unit. Re-Ed cost per day per child is approximately $20.00.

## • program evaluation

Behavior checklists are completed prior to entry, weekly during enrollment, and at 6-month intervals for two years following termination. Complete academic testing program. Results show 80-85% maintain functional behavior and academic progress after return to regular school program.

## ADOPTION CRITERIA:

General Criteria: Educational need; may be determined by state mandate to provide education for all handicapped children. Cooperative commitment within school district (administrators, special education department, building principal, and classroom teacher).

Staffing: Teacher certification requirements must be determined by adopting district. Liaison teacher-counselor to screen referrals and work with parents, certified classroom teacher, and assistant teacher are essential elements.

Facilities/Installation: Classroom in any elementary school with adequate space for individualized instructional areas following engineered or modified engineered classroom plan. Some materials designed specifically for emotionally disturbed children are recommended.

Training: Training for teachers, assistant teachers, liaison teacher-counselors, educational specialists, and parent program specialist can be provided at either D/D site or adopter site; however, trainees should schedule visitation to D/D site before or during training, and adopting district must provide release time as required. A training program for trainers of teachers, liaison teacher-counselors, and assistant teachers will also be implemented.

## ADOPTION SERVICES:

### • training materials

Awareness packets
Handbooks
Slide presentation
Videotapes
16mm film
Behavior checklists
Token economy systems
Parent program.

### • demonstration/ visitation

Demonstration/visitation will be scheduled to meet needs of adopting districts. Contact D/D for arrangements.

D/D will participate in out-of-state conferences as requested.

### • training capability

Available as required by adopting districts. Contact D/D.

## CONTACT:

Donald R. Alwes, Director
Phyllis Rees, Asst. Dir.
Re-Ed School
1804 Bluegrass Avenue
Louisville, Ky. 40215
(502) 366-9385

Development Begun: 7/68
USOE DRP Approval: 7/73
Diffusion Start: 7/75

# PROJECT: REMEDIATION FOR CHILDREN WITH LEARNING DEFICITS THROUGH PRECISION TEACHING: THE SACAJAWEA PLAN

## • description

The overall intent of Precision Teaching is to develop a model for the delivery of educational services to elementary students who have been identified as experiencing learning deficits. Precision Teaching procedures have been used not only to identify these students but also as remediation tactics. A resource room was provided for students with more severe learning deficits while the regular classroom dealt with minimal problems. One-minute practice sheets were used extensively as a means of building basic tool skills to a level where the student could compete within the regular classroom. Direct and daily measurement procedures were employed using both the manager and the student for recording and charting. Curricular decisions were based on available data.

Instructional methods include one-minute practice sheets, rate count, learning growth, and data-based decisions.

## • target audience

Kindergarten through sixth grade; all ability levels.

## • materials used

Standard behavior chart; materials bank (teacher-made); stopwatch/mini-timers; appropriate classroom materials.

## • descriptors

Precision Teaching,
Basic Tool Skills,
Screening,
Learning Deficits,
Continuous Measurement,
Drill Sheets,
Decisions.

## • financial requirement

Aside from staff, instructional costs have been estimated at $8.00/child/week. Equipment costs are estimated at $200.00/resource room.

## • program evaluation

Of the 19 experimental/control groups comparisons analyzed by the T-test technique, 14 of the experimental groups were significantly superior on the post-test.
Experimental group became superior to or caught and/or passed control group 15 (79%);
No difference between experimental and control 3 (16%);
Control group superior to experimental group 1 (5%).

## ADOPTION CRITERIA:

On-site visitation - 3 days;
Precision Teaching resource room established;
Screening;
Regular classrooms utilizing Precision Teaching techniques;
Direct and daily measurement;
Data-based decisions;
Established materials bank.

## ADOPTION SERVICES:

### • training materials

Pretraining packet, on-site visitation training packet, pertinent handouts, materials bank to reproduce.

### • demonstration/ visitation

Three days on-site visitation:
regular classroom,
resource room,
behavior adjustment class,
4-hour practicum with children and teachers.
Up to 3 days follow-up training.

### • training capability

Can train 20 districts (6 persons per district, e.g., administrator, 3 teachers, speech therapist, school psychologist) in Montana.

## CONTACT:

Ms. Marion Weldon
Acting Director
Precision Teaching Project
Special Education Center
801 2nd Ave. No.
Great Falls, MT 59401
(406) 761-5800, ext. 286, 391

Development Begun: 9/73
USOE DRP Approval: 4/75
Diffusion Start: 8/75

# PROJECT: PROJECT SEE: Specific Education of the Eye

## • description

PROJECT SEE is predicated on the realization that children must see what they look at, hear what they listen to, feel what they touch, and sense whatever is to be sensed from an experience if they are to learn. We can heighten children's perceptual sensitivities, inculcate a means to process the data derived from the interaction with experience, and thereby generate a generic learning process that is adaptable and adoptable to all academic and non-academic disciplines. SEE has been described by participating teachers as a program that should precede any transfer of information activities.

The instructional method centers on student articulation of experiences offered by the teacher who becomes an "expediter" of learning rather than an "expositor" of information.

## • target audience

Primary focus: kindergarten (Level 1) and 1st grade (Level 2). Level 1 can be used preschool to 8th grade, with Level 2 offered the next year.

## • materials used

3 self-contained instructional kits are available at cost. Kits for Levels 1 and 2 contain: teacher guides, set of instructional visuals, pre and post tests (on spirit-masters), daily and review worksheets (on mimeograph stencils), and perception game ("Out of Sight"). The Tactual kit, designed for remedial use, is a 3D version of first 24 Level-1 visuals; includes color-forms student worksheet.

## • descriptors

early childhood education, special education, perception, communication, decision-making, problem-solving.

## • financial requirement

Based on a class size of 25, start-up cost is $0.50 per child for first year. Since instructional kit is non-expendable, costs may be considered $0.10 per child per year if amortized over a 5-year period. Only other cost is for work paper, amounting to 50 sheets per child per year.

## • program evaluation

Program evaluation data were drawn from pre and post testing of a broad student population and responses to a subjective questionnaire by participating teachers. Analysis indicates similar growth patterns with all types of children, regardless of socio-cultural, ethnic, financial, or geographic delimitations.

## ADOPTION CRITERIA:

General Criteria: Adoption of SEE can be as minimal as use by 1 teacher with 1 class in 1 room, or on district-wide basis. We advise that adopting teachers adapt the program to their uniqueness and that of their classes. We require only that the general program format be followed, that lessons be given a minimum of 3 times per week, and that each lesson not exceed 15 minutes. We suggest that the program not be mandated and only teachers supportive of program philosophy and rationale use it.

Staffing: This program is taught by the regular classroom teacher; no additional staffing is necessary.

Facilities/Installation: No unique facilities are requires for SEE. All work is done in regular classroom. An overhead projector is advisable for one phase of the program but even that can be replaced by a regular flashlight.

Training: Training for SEE is accomplished during one 2-hour session. Turn-key trainers may be sent for training at D/D site or arrangements can be made for adoption-site training. Replication of SEE is totally possible from teacher guide included with the kit and/or a filmstrip/tape covering program rationale and instructional methodology.

## ADOPTION SERVICES:

### • training materials

Awareness brochures and complete story of SEE, including all relevant data, available at no cost. Instructional filmstrip/tape is available for purchase at $5.00.

### • demonstration/ visitation

Groups of 6 or fewer can be accomodated at D/D site to observe program in action. Contact D/D office for information.

### • training capability

Training is offered at either D/D or adopter site for groups as large as 100. Adopter must cover expenses of training personnel. Contact D/D office for information.

## CONTACT:

Milton Knobler, Director
Arlene Schor, Assistant
PROJECT SEE
Union Township Board of Education
2369 Morris Avenue
Union, N. J. 07083
(201) 688-1200, ext. 257, 288

Development Begun: 9/71
USOE DRP Approval: 4/74
Diffusion Start: 9/74

**PROJECT:** Project SHARE: Sharing High Yield Accountability with Resource Educators

## • description

Project SHARE uses a systems approach to special education. These systems integrate under Administration, Advocacy, Child Study, and Instruction and Services. The basic format for serving children is behavioral. Precision teaching techniques are used for diagnosis, prescription, monitoring, and evaluation. Computerized evaluation is available. Daily performance measures of basic skills provide an ongoing diagnostic prescriptive process. The structured process speeds remediation of basic skills learning and produces cost-effectiveness data. For example, average gains have been 1.3 grade levels in reading in 26 hours of tutoring, a 1.3 grade level gain in math in 31 hours of tutoring. The program serves over 1300 handicapped students in a large rural area. Pupils return to mainstream-functioning faster. Therefore, more pupils are served throughout the year.

On-the-job training is given for diagnosing skill deficiencies, best learning modalities, selecting and adapting appropriate materials, and interpreting effectiveness from behavior charts. Mostly one to one tutoring is used. The session is highly structured, but a teacher operates freely within the planned structure.

## • target audience

Administrators, teachers, and tutors responsible for education of pupils with specific or multiple learning disabilities. Emphasis is on pre-school through grade 8.

## • materials used

Brochure, booklet, referral forms, math diagnostic ladders, reading and spelling ladders, behavior charts (standard 6-cycle), tutor packet, user-adopter manual, samples of teacher-made materials, adaptations of available materials.

## • descriptors

special education, basic skills, teacher training, interdisciplinary, cost-effectiveness, mainstreaming, diagnostic-prescriptive, learning disabilities.

## • financial requirement

Start-up costs will vary with available staff. However, cost per special ed. pupil per year (1974-75) was $576.14 based on 1251 pupils. This includes tutors' pay, ancillary personnel, administration, and materials.

## • program evaluation

Evaluation data obtained in 3 ways: 1) pre and post testing, using the W.R.A.T. (Jastak); 2) beginning and end performance rate data on each skill ladder step; and 3) classroom teacher's opinion as to whether pupil's skill was same, better, or worse. Internat'l Management Systems, Kansas City, computerized reported data.

## ADOPTION CRITERIA:

General Criteria: To insure continuous involvement for newly-trained resource personnel from various regions, SHARE, prior to the workshop participant's acceptance, will require:

- Evidence of teacher desire for training
- Administrative commitment
- School board approval
- Funding for logistical support
- Status of computer services

Staffing: Regular staff plus tutors or special ed. teachers; about one lead teacher for each 15 tutors or special ed. teachers; no more than 10 pupils per tutor per daily load.

Facilities: Usual facilities and space in any school is adequate.

Training: An on-site visit for familiarization is highly desirable. Training will include a 2-day inservice in the adopter's setting and 3 follow-up training periods in adopter setting.

## ADOPTION SERVICES:

**• training materials**

Awareness brochures and booklet are free. Training manual with sections on systems, tutor packet, sample skill ladders, sample teacher-made materials used in training sold at cost.

**• demonstration/ visitation**

Visits will be scheduled throughout the RIC (22-school district coop). Contact D/D director for date.

**• training capability**

Training available for potential out-of-state adopters as well as those within state. Contact D/D director.

## CONTACT:

Dr. Marv Hammarback, Dir.
Fay Hammarback, Coord.
Project SHARE
119 1/2 N. Broadway
Crookston, Minn 56716
Office: (218) 281-2414
Home: (218) 784-4026

Development Begun: 8/70
USOE DRP Approval: 5/75
Diffusion Start: 7/75

# PROJECT: PROJECT SUCCESS FOR THE SLD CHILD

## • description

Project Success provides a prescriptive program and classroom delivery system operating in 3 areas: (1) structural linguistic language program with a multi-sensory approach, integrating all aspects of language--reading, writing, speaking, and listening; (2) motor perception training and adaptive physical education; emphasizing the relation of movement to learning in areas of muscular strength, dynamic balance, body awareness, spatial awareness, and temporal awareness to develop the capacity to make efficient and effective use of the body; (3) technique modification in other curriculum areas to allow SLD students to capitalize on strong modalities. This individualized learning program will keep the child functioning in an adequate manner within the educational mainstream.

## • target audience

K-9 children with specific language disabilities.

## • materials used

More details may be obtained by writing to D/D.

## • descriptors

learning disabilities, teacher training, special education, diagnostic-prescriptive, handicapped children, motor perception, English/language arts.

## • financial requirement

The cost may vary from $20.00 to $40.00 depending on equipment and materials already in the school and the level of adoption.

## • program evaluation

The program has been evaluated for 4 years. The data collected were designed to test each project objective.

## ADOPTION CRITERIA:
(Options)

- Teacher or school purchases Project Success manuals.
- Teacher or school attends a formal Project Success presentation and purchases manuals.
- Teacher (or teachers) from interested school makes a personal visit to Wayne Public Schools, observes program in operation, and purchases manuals.
- Formal adoption/adaptation is agreed to by school administration.

Type A Adaptation -
- Adapting school completes a local needs assessment.
- Project Success provides inservice to key teacher in one or more project components.
- Project Success assists adapting school with materials and staff during year.
- Pre and post testing by adapting school recommended.
- Adapting school must appoint local program director.

Type B Adoption -
- Local needs assessment.
- Complete inservice training conducted for key staff members in Wayne, Neb., or at adopting school site.
- Follow-up studies made by Project Success.
- Local program director appointed.
- Conduct pre and post testing
- Project manuals and materials and inservice available.
- Adopting school implements all components: Language Arts, Curriculum Modification, Motor Perception.
- Adopting school signs contract of mutual understanding with Project Success.

## ADOPTION SERVICES:

**• training materials**
Awareness materials available at no cost. Audio-visual available on limited request. All manuals are available at no cost to adopters.

**• demonstration/ visitation**
Regular visits are scheduled as adopters need assistance of the Project Success staff. Contact D/D.

**• training capability**
Training may be on-site or at project site. Several alternatives are available, including possible college credit.

## CONTACT:
Richard Metteer, Director
Project Success
West Elementary School
Wayne, Neb. 68787
(402) 375-3854

Development Begun: 7/71
USOE DRP Approval: 7/74
Diffusion Start: 9/74

TRAINING/ORGANIZATIONAL ARRANGEMENTS

# PROJECT: DEMONSTRATION EVALUATION CENTER (CAM)

## • description

The Evaluation Center has established an instructional management system that provides relevant data for use by teachers. Three major components have been developed. First, the Evaluation Center has developed techniques to assist teachers in developing objectives and related test materials. Second, the Evaluation Center modified and totally revised a computer-based achievement monitoring system (CAM) used to monitor student performance on specified objectives. Over 300 classrooms (k-12) are using the system. Subject matter includes math, science, social studies, English, reading, and music. Third, the Evaluation Center has developed techniques to assist teaching teams in identifying instructional strengths and weaknesses.

The system is used in classrooms that are group-paced, individualized, multigraded, etc. The program is most successful when teachers are committed to objective-based instruction.

## • target audience

Primary audience has been all teachers, students, and parents grades 4-12; but some utilization has occurred in grades 1-3.

## • materials used

A variety of computer installations have been used. Objectives and related items are available at printing cost. Technical and teacher user manuals have been developed.

## • descriptors

evaluation, decision-making, data analysis, planning, planning models, continuous progress, mathematics, science, social studies, reading, English, accountability.

## • financial requirement

Estimated installation costs: $2,000 - $10,000 depending on available data-processing facilities. Estimated ongoing costs: $5.00 per pupil, per year.

## • program evaluation

In three major areas of evaluation, positive effects can be seen. First, student accomplishments in several subject areas showed significant improvement when contrasted with control groups. Second, both student and teacher attitudes toward CAM-style instruction were significantly positive after use of the program. Third, external evaluation of CAM confirmed the program's positive, significant effects on performance & attitude.

## ADOPTION CRITERIA:

General Criteria: (1) Commitment to implementation of an objectives-based instructional program. (2) Identification of key person who will assume responsibility for technical-service aspects of the program. (3) Availability of computer time. (Highly desirable, but certain aspects can be implemented without computer facility.) (4) Released time for staff training. (5) Funds budgeted for travel of key staff to visit D/D site.

Staffing: Coordinator must be identified and provided with clerical assistance; the time commitment depends on extent of implementation.

Facilities/Installation: Facilities required depend on nature of adoption. Availability of computer time highly desirable. A room to serve as an evaluation center would also be useful.

Training: Attendance at a workshop is essential. A visit to D/D site is highly desirable. Training will be adapted to adopter's needs.

## ADOPTION SERVICES:

- **training materials**
  Brochures, user manuals, coordinator manuals, student brochures, audio-visual presentations, training workshops, etc., are available at cost.

- **demonstration/ visitation**
  Visits to D/D site will be arranged. Air transportation and lodging are readily available.

- **training capability**
  Training is designed to meet adopter's needs. Informative workshops can be provided on site or at other convenient locations.

## CONTACT:

Dr. Donald B. Sension
Miss Miriam Egge
Mrs. Carol Avant
Hopkins Schools
1001 Highway #7
Hopkins, Minn. 55343
(612) 935-5571

Development Begun: 7/70
USOE DRP Approval: 4/75
Diffusion Start: 7/75

**PROJECT:** DISSEMINATING COMPUTER-BASED PLANNING RESOURCES THROUGH PROJECT SIMU-SCHOOL: The Dallas Component

## • description

Project Simu-School has developed and disseminated a series of planning models drawing from operations research and other disciplines. The family of models can be utilized individually or linked together as a total educational planning package. Present models include: Faculty Projection Model - predicts on a year-to-year basis the number and cost of teachers starting, terminating, and remaining; Enrollment and Facilities Projection Model - projects school and district-wide enrollment determines facility needs, and provides comparative reports; Financial Projection Model - predicts personnel by type, forecasts salaries, applies state funding formulas, and projects revenues, expenditures, and related financial data; Registration Management Model - on-line system used to collect, verify, and retrieve demographic data and course request data for registering students.

## • target audience

School administrators responsible for the arenas the models address are primary users. The models have also been disseminated to educational service organizations who supply computer resources to LEA's.

## • materials used

Each adopter is provided a copy of the source computer program of model(s) and a model user-guide that includes a descriptive overview of model(s).

## • descriptors

Forecasting, planning, problem-solving, decision-making, data analysis, planning models, computer simulation

## • financial requirement

No direct cost for software or services provided by the project. However, additional or diverted resources for computer analyst, data collection, and other related computer expenses should be available. Cost varies with these elements plus choice of model(s).

## • program evaluation

These criteria are suggested for model evaluation relative to actual application: flexibility - increased number of alternatives; comprehensiveness - increased variety of alternatives: speed - reduced time in managing a larger volume of data. This type of evaluation is included in the design and application of initial model use by an adopter.

## ADOPTION CRITERIA:

General Criteria: Three to six new adopters who will be selected this year; they must exhibit these general qualities: (1) have a desire and need for the model(s); (2) employ them in district planning process; (3) have knowledge and availability of computer resources; and (4) be willing to share experience with others.

Staffing: One individual with experience in educational data processing will be required for one to three person months during initial data-collection period. No additional staff are required afterward.

Facilities/Installation: The adopting site must have access to a medium-size computer, preferably one with time-sharing capabilities. The developer site will provide consultation on the systems analysis required for data preparation and will assist the installation site regarding local data-collection techniques and data-reduction procedures. The developer site will install the appropriate programs, monitor data-collection and preparation progress, and train site personnel in operation and use of the program(s). Services rendered by the developer site do not include programming of the data-conversion effort. The installation site is responsible for providing programming support necessary to organize data into the format required.

## ADOPTION SERVICES:

### • training materials

Summary of each model includes an overview of project dissemination objectives and criteria for adoption. Complete user documentation is also available upon request.

### • demonstration/ visitation

Two types of presentations can be scheduled: (1) in Dallas, a day exploring DISD planning; (2) outside Dallas, a 2-hour presentation of models to interested LEA executives followed by discussion with technical personnel.

### • training capability

Training done in conjunction with installation of models.

## CONTACT:

Dr. Dane Adkinson
Assistant Project Director
Project Simu-School
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204
(214) 824-1620, ext. 406

Development Begun: 7/73
USOE DRP Approval: 6/74
Diffusion Start: 7/74

# PROJECT: PROJECT LEARNING EXPERIENCE MODULE (LEM)

## • description

Project LEM is an educational plan for open space schools. It was originally designed to eliminate overcrowding in an old school, develop positive community-school interaction, increase parent involvement, improve staff prowess in instructional techniques, and raise students' reading and mathematical achievement scores. The LEM design removed classroom walls to create large open spaces that provided for a variety of modes of instruction for more students. Each LEM spans two grade levels. Team teaching and differentiated staffing allow teachers to specialize in subject matter areas and to prepare and/or teach lessons in other areas. Multiage student groups are organized around skill topics. Students rotate among groups. Flexible scheduling lets teachers work closely with small groups of students on a variety of topics and also allows them to develop and teach one subject in depth. Students with common skills needs are grouped homogeneously for reading, language arts, and mathematics. They are heterogeneously grouped for social studies, science, art and music, and physical education. Teacher-student ratio is one teacher per 26 students, and one aide per LEM unit.

A diversified instructional program is used which utilizes a combination of individualized instructional approaches varying according to teacher or student selection of the learning objectives and the medium of instruction. A diagnostic descriptive teaching methodology is used.

## • target audience

K-6 students.

## • materials used

Criterion-referenced reading, language arts and math programs, interdisciplinary content units, learning centers, interest centers, activity packets, task cards, and contracts.

## • descriptors

Affective Educational Personal Development, Interdisciplinary Teacher Training, Parent Involvement, Team Teaching, Diagnostic Descriptive Differentiated Staffing, Cross-Grade Grouping, and Basic/Skills.

## • financial requirement

Basic costs include staff training and any renovations deemed necessary by individual districts.

## • program evaluation

Evaluation data show that participation in the LEM project has significantly increased student self-concept and levels of achievement in reading and mathematics. Teachers' ability to diagnose the needs of children and offer a continuum of appropriate learning experiences and parents' ability for assisting their children in improving skills in reading and mathematics have all increased. Furthermore, 25 percent more students were accommodated in the same physical space without any sacrifice to the educational program.

## ADOPTION CRITERIA:

General Criteria: To be eligible for the training and consultation services of the Project LEM staff, the consumer district agrees to the following: (1) Perform a needs assessment. (2) Select a planning committee comprised of the district superintendent or a representative, building principal, cross section of teachers, parent representatives, and state facilitator (when applicable). The purpose of this committee is to determine the readiness and feasibility of the consumer district to adopt the LEM Project. (3) Superintendent and building principal sign the producer/consumer agreement. (4) Select a coordinator to serve as liaison between the consumer district and the Project LEM staff. The coordinator will be responsible for arranging the follow-up consultation by the LEM staff, offering support and encouragement for the replication of LEM in the consumer district, and responding to the questionnaires on (a) a consumer district replication of LEM and (b) student, teacher, and parent evaluation. (5) Provide for a regularly scheduled team planning time within the school day. (6) Show evidence that the 8 basic components of the LEM Project were initiated during the first year of implementation.

Staffing: A minimum of three teachers assigned to each LEM unit is required. A project coordinator to oversee the implementation and development of the LEM project must be selected.

Facility Installation: Facility modification is not a prerequisite for adopting the program, but incorporation of open-space design enhances the project implementation.

Training: Select and arrange for staff members and other representatives of the district to attend the training program and one week of follow-up activities prior to the opening of school. The participation of the building principal and/or project coordinator in the training program and one week follow-up activities are essential. Training can take place either at the consumer's or producer's site.

## ADOPTION SERVICES:

### • training materials

LEM Resource Guide Book, LEM Periodical Handbook. LEM Training Manual, which consists of film strips and cassettes (overview of project LEM; organization of curriculum of Project LEM). Four LEM brochures available.

### • demonstration/ visitation

Visitations are scheduled every Tuesday during the school year by appointment. Arrangements should be made by writing or calling Mrs. Evelyn Lauer, Maple Hill Elementary School, Hackensack Public Schools, Hackensack, N.J. 07601
(201) 488-4100 ext. 302

### • training capability

Training is available for potential out-of-state adopters as well as for those within state. Each training program can provide for a maximum of 20 participants. Training programs are designed to meet the specific needs of each consumer district

## CONTACT:

Dr. Harvey Silver
Program Disseminator
Mrs. Eleanor Russo
Director of Elementary Educ.
Maple Hill Elementary School
Hackensack Public Schools
Hackensack, N.J. 07601
(201) 488-4100

Development Begun: 9/70
USOE DRP Approval: 5/73
Diffusion Start: 9/74

# PROJECT: PATL: POSITIVE ATTITUDE TOWARD LEARNING

## • description

Project PATL is a performance-based inservice training program designed to improve student attitudes toward school through changing teacher behavior. An improvement in student attitude toward school, self, and others leads to improvement in the rate of cognitive growth. Teacher change is effected through the use of self-paced, individualized, performance-based learning packages called Kits.

Teacher Training Kits teach specific skills in four complementary areas: Active Involvement Processes of Learning, Individualized Instruction, and Improved Self-Concept. Each Kit consists of five to seven performance-based teacher objectives to assist the teacher in reaching the objective, and criterion-referenced evaluation procedures. A final proficiency assessment is provided.

## • target audience

Teachers of all students K-12.

## • materials used

Teacher Training Kits are provided by the program. Other materials such as books and films are available commercially.

## • descriptors

affective education, teacher training, communication, problem-solving, values clarification, behavior modification, productive thinking, active involvement, individualized instruction, processes of learning, improved self-concept.

## • financial requirement

Approximately $2,000.00 in start-up costs for purchase of assorted materials. Operational costs will vary with staff and curriculum resources of adopting schools. Training per 100 teachers per year:

Stipends for teachers: $3,000.00
Materials & supplies: $4,000.00
Secretarial service ( 1/4 time) $1,300.00
Total: $8,300.00
Plus salary of one equivalent full-time inservice specialist.

## • program evaluation

Evaluation data indicate that target-group students in classrooms of participating teachers showed much greater improvement in self-concept than did target-group students in classrooms of non-participating teachers. Similarly, these students doubled their previous rate of growth in reading comprehension.

## ADOPTION CRITERIA:

General Criteria: Potential adopter districts should have established a need for improving student attitudes toward learning through their ongoing needs assessment or an informal inventory of needs.

Staffing: An inservice specialist for each 80-90 teachers is necessary. Curriculum coordinators, guidance counselors, part-time teachers can be trained to fill the role. Ideally the inservice specialist is a person not involved in the evaluation of teaching.

Facilities/Installation: No special facilities are required.

Training: The training consists of a 5-day program conducted at a site mutually agreeable to the adopting district and PATL.

PATL will provide an additional two days of monitoring at adopter sites within a month after implementation.

## ADOPTION SERVICES:

- **training materials**

  Awareness-level brochures in-depth descriptive brochures, Inservice Specialists Training Kits, and four Teacher Training Kits.

- **demonstration/ visitation**

  Personnel from potential adopter districts wishing to view Positive Attitude Toward Learning in operation may arrange to visit the project site for Orientation-Demonstration during the second week of each month, September through May.

- **training capability**

  The last full week of each calendar month will be set aside for training of inservice specialists. Training site is negotiable and is available to any school district.

## CONTACT:

Charles F. Pelan, Director
Bethalto Community Unit #8
322 E. Central
Bethalto, Ill. 62010
(618) 377-5211, ext. 79

# PROJECT: ST. PAUL OPEN SCHOOL

## • description

The St. Paul Open School, a comprehensive, voluntary learning environment, actively involves all members of the community--students, teachers, parents and others--in the learning process. The basic relationship in the school is the advisor-advisee. Each student chooses an advisor with whom the student meets weekly to discuss goals and progress. Parents meet with their child and his/her advisor in the beginning of the school year and 3 other times to set goals and discuss progress. Each student's schedule is different, and may include classes, independent study, local and cross-country trips, and internships or apprenticeships with business people or community agencies. No courses are required, but students must demonstrate certain competencies before graduating. The St. Paul Open School is located in a former warehouse that is remodeled continuously by students, parents, and staff to meet needs.

A wide variety of methods are used, with emphasis on teacher as facilitator. At different times, with various students, this will require skills in lecturing, counseling, leading discussions, developing role-plays, making use of community resources, and helping students teach each other.

## • target audience

Students of all abilities, grades K-12.

## • materials used

No particular set of materials must be used, though all materials chosen should meet criteria for adoption.

## • descriptors

Alternative education, interdisciplinary, parent and community involvement, differentiated staffing, cross-grade grouping, experimental curriculum, competency-based graduation requirements.

## • financial requirement

St. Paul Open School operates on average St. Paul per pupil expenditures. Exclusive of training, no additional funds would be required.

## • program evaluation

Accredited by North Central Association. Extensive standardized testing, using Iowa and Metropolitan measures, showed Open School students performed as well as or better than peers in St. Paul. Extensive use of questionnaires to parents, students, and graduates showed strong preference for Open School. 800-1000 on waiting list to attend.

## ADOPTION CRITERIA:

General Criteria: Project staff are interested in working with districts that have committed themselves to developing alternative education programs. This commitment should come from both superintendent and Board of Education in most cases, as a project of this complexity and scope must have strong high-level support. Districts may elect to adapt aspects of the St. Paul Open School (see below), rather than adopt entire program. In adaptations, relevant criteria listed below must be accepted.

Specific Criteria:
Voluntary participation: All teachers, administrators, and students should be real volunteers. In case of younger students, parents may volunteer. Participation in decision-making: All parents, students, and staff members should have opportunities to help make decisions regarding policy. Equal opportunity participation: Participation should not be limited to those of one achievement level, behavior pattern, sex, racial or economic group.

Curriculum:
(a) Materials: Materials used should reflect a true range of opinions about such areas as political and economic systems, roles of women and men, historical events, etc.
(b) Emphasis should be away from pre-set or required curriculum and in direction of student-initiated curriculum, interdisciplinary/project-centered approach, and competency-based requirements.
(c) Use of world beyond school building: Extensive opportunities should be available for students to learn from people, places, and events outside school building.

Teachers: A variety of knowledgeable people should be available to students, not just those with teacher certification.
Form: School may be just elementary, just secondary, a single classroom, or a school within a school.

Adaptations: May occur with one or more aspects of Open School:
Volunteers: (Parents, senior citizens, etc.)
Use of community: (Local and cross-country trips, internships, apprenticeships, etc.)
Shared Decision-making
Advisor-advisee system
Student-service system
Evaluation.

## ADOPTION SERVICES:

### • training materials

Free: single copies of awareness brochure, goals, fact sheet. For Sale: Staff Manual, Volunteer Manual, Internal and External Evaluations, Booklet of Descriptive Articles. For Rent: Slide-tape and 16mm film. Contact D/D for price list.

### • demonstration/ visitation

One-day visitation is available 3.5 days/week. Groups no larger than 10. Call D/D to arrange, as schedule often is full 2-4 weeks in advance.

### • training capability

Present plans call for one-week workshops given 3-4 times during year. Maximum of 25/workshop. Contact D/D for information.

## CONTACT:

Mr. Joe Nathan, Director
St. Paul Open School
1885 University Avenue
St. Paul, Minn. 55104
(612) 646-8891

Development Begun: 8/71
USOE DRP Approval: 6/74
Diffusion Start: 9/71

ADDITIONAL DESCRIPTIONS FOR
DEVELOPER/DEMONSTRATOR PROJECTS*

| | |
|---|---|
| INDIVIDUALIZED LANGUAGE ARTS<br>Roosevelt School<br>Louisa Place<br>Weehawken, NJ 07087<br>Ms. Jeanette Alder<br>(201) 865-2274 | The project's major goal is to develop more effective writing skills by analyzing student's writing and prescribing individualized activities. Grades 1-6. |
| K-3 READING: PROGRAM DEVELOPMENT THROUGH PROCESS<br>Glassboro Public Schools<br>Glassboro, NJ 08028<br>(609) 881-2290 | Individualized diagnostic-prescriptive reading program based upon a comprehensive district assessment of student, staff, and community needs. |
| PILOT PROJECT UTILIZING SUPPORTIVE PERSONNEL USING BEHAVIOR MODIFICATION TECHNIQUES WITH ARTICULATORY DISORDERED CHILDREN<br>Area Education Agency #16<br>1340 Mt. Pleasant Street<br>Burlington, IA 52601<br>Mr. Kenneth D. Barker<br>(319) 753-2497 | Model for expanding speech therapy delivery through training of paraprofessionals as communication aides. Supportive personnel provide therapy to mild or moderately articulatory disordered children. Project staff are unable to handle any new adoption sites this school year. |
| PRE-K PRESCRIPTIVE TEACHING PROGRAM FOR DISADVANTAGED CHILDREN WITH LEARNING DISABILITIES<br>1104 Second Avenue South<br>Fargo, ND 58102<br>Mr. Jim Tronsgard<br>(701) 235-6461 | The major goal of this project was to develop and implement a curriculum for four-year-old disadvantaged children with learning disabilities. This curriculum consists of (1) a complete sequence of learning skills in the areas of language arts, mathematics, science, health, motor skills development, and social experiences; (2) a minimum of one behavioral objective to accompany each learning skill; (3) performance criteria for each learning skill or objective; and (4) diagnostic tests to accompany each behavioral objective. In addition to the curriculum development, the necessary tests for screening and diagnosing children have been developed. The developed curriculum is utilized to provide the learning-handicapped child with an individually prescribed instructional program designed to increase his readiness for kindergarten and to remediate existing learning disabilities. |

*Full information was not available as of September, 1975.

## PROJECT INFORMATION PACKAGES

The six Project Information Packages (PIPs) described on the following pages were developed to help school districts install exemplary programs to meet the needs of low-achieving children in reading and mathematics. Each PIP package provides detailed "how-to" information on planning, managing and implementing a specific, validated project. The six packages are expected to be ready for distribution early in 1976, following tryouts at 19 adopter sites during the preceding school year.

# PROJECT: CATCH-UP

## • description

Project Catch-Up is designed to provide remedial instruction in reading and arithmetic to children in low socioeconomic suburban areas. Teachers select children in grades K-6 according to educational needs. Teachers then diagnose learning experiences focused on teaching 2-3 specific skills. Teachers and instructional aides only work mornings in attractive and well-equipped laboratories. Each is responsible for the achievement gains of 10-18 pupils. Pupils attend 20-60 minutes daily, depending on their need for extra reading and math instruction. Learning activities are selected to provide variety and foster pupil initiative. Student progress is recorded.

## • target audience

Serves low-achieving, poverty-area pupils grades K-6 as identified by teachers and achievement testing.

## • materials used

Learning kits,
Teaching machines,
Audiovisual equipment,
Programmed readers,
Games
Calculators, typewriters, etc.

## • descriptors

Reading and Math,
Flexible Schedule,
Instructional Kits,
Audio-Visual Materials.

## • financial requirement

Initial costs for equipping a laboratory (serving approximately 64 children in 1974) were $6,500-12,000. There are also some initial personnel costs for planning and training. Total costs are estimated at $400 per pupil after start-up. (80% of costs are for salaries.)

## • program evaluation

In 1972-73, the MAT was used for pre- and post-testing in grades 1-3. During the 6 month period between testing, grades 1-3 students gained .9 to 1.3 months per month. Raw scores and suitable normative data were available to enable application of the model at 3rd-grade level. This showed a gain of 15 standard score points, an amount equal to 31 percentile points or 1.16 standard deviations more than would be expected of non-participants with comparable pretest scores.

## ADOPTION CRITERIA:

General Criteria:
Highly capable half-time teachers
Paraprofessionals in teaching role
Start-up in March

Staffing per Laboratory:
1 lead teacher
2 project teachers
1 instructional aide
parent aides

Facilities/Installation: 1 classroom per school attractively decorated and equipped with:
Round tables
Shelves
Teacher desks
Pupil desks
Bulletin boards

Training: Publisher representatives demonstrate materials and equipment and consultants speak on problems of poverty-area children.

Inservice training is held for all personnel for a week before school starts and one afternoon every other month throughout the year. Topics include project philosophy (every child can succeed), test administration, publisher demonstrations on use of new instructional media. Teachers and aides new to program have more extensive training, including matching materials to objectives, selecting new materials, and demonstration of techniques by a master teacher.

## ADOPTION SERVICES:

### • training materials

Analysis and Selection Kit (ASK)
Awareness materials (brochures, posters, cassette-slide show)
Project description booklet
Project Information Package
Complete kit for start-up and operating project.

### • demonstration/ visitation

For more information, contact originator-site project director.
Mrs. Fay Harbison
Newport-Mesa Unified School Dist.
P. O. Box 1368
Newport Beach, Calif. 92663

### • training capability

Training is designed in Project Information Package.

## CONTACT:

State Facilitator or Title I Coordinator

Development Date: 1966
USOE DRP Approval: 1973
Diffusion Date: June 1973

# PROJECT: CONQUEST

## • description

CONQUEST, a clinical approach to reading, intensively diagnoses the child's reading problems through a 17-step diagnostic procedure and prescribes an individualized structured learning program to be followed by the child throughout the year. The teacher receives extensive training in remediation, testing, and related areas.

Pupils work principally alone in individual carrels while being supervised by clinicians and aides. Clinicians work individually with 6 children for 45 munutes, 4 1/2 days a week. Supervising clinicians, because of other duties, work with only 4 children each period. Friday is game day, the only day group activities are scheduled. Learning tasks selected by teacher.

## • target audience

First grade (repeaters only) through 6th grade. Pupils, who live in severely depressed metropolitan neighborhoods, are low-achieving children referred by regular teachers.

## • materials used

Programmed Material
Phonovisual charts & word lists, books, kits, audiovisual material, games, supplemental non-programmed materials, Teaching Machine (commercial), commerical materials

## • descriptors

Highly individualized teaching,
Diagnostic-prescriptive approach,
Structured environment.

## • financial requirement

Total estimated costs are $400 per pupil after start-up. Initial cost for equipping one reading room/clinic is approximately $5,000.

## • program evaluation

Conquest pupils and comparison groups were pretested and posttested in fall and spring on the Gates MacGinitie (grades 1-3) and CAT (grades 4-6). The test results indicated that Conquest pupils scored significantly higher on these tests than comparison group.

## ADOPTION CRITERIA:

Agreement with instructional philosophy; project director who can direct and control instruction; project director starting in March.

Staffing: Project director (100%)
Secretary (100%)

Clinic/Reading Room
1 supervising clinician
2 clinicians
1 clinical aide

Two Reading Rooms
2 clinicians in each
Part-time support from clinical aide
Clerk (100%)
Counselor (25%)
Nurse (consultant)

Facilities/Implementation:

Facilities: Well-equipped room with 12-16 individual carrels in each
Attractively decorated
Desk for aides & clinicians
Shelves for pupil folders
Areas for easy access to store instructional materials
Relevant visual reading displays
Table for playing games
Audiovisual equipment

Training: Two weeks of preservice training: modeling, review of materials, test familiarity with diagnostic procedures and program philosophy, record keeping, remediation techniques. Weekly in-service training: weekly Friday afternoon training, review and new input session. Also visits by experts and speakers and parent input.

## ADOPTION SERVICES:

### • training materials

Project Information Package materials:
Analysis and Selection Kit
Orientation filmstrip & cassette, project director's materials, teacher materials, brochures on operation of materials used, instruction on material use

### • demonstration/ visitation

For more information, contact originating site:

Mrs. Bettye Spann
933 St. Louis Avenue
East St. Louis, Ill. 62201

### • training capability

Training is designed to meet adoption needs and specifications set forth in the PIP.

## CONTACT:

State Facilitator or Title I Coordinator

Development Begun: 1965-66
USOE DRP Approval: 1973
Diffusion Start: June 1973

# PROJECT: HIGH INTENSITY TUTORING (H.I.T.)

## • description

HIT was designed as a peer tutoring program using highly structured materials for 6th and 7th graders in mathematics and reading. Teachers select for the program 6th-7th grade tutees who are performing below grade level. The tutees are tutored by 7th- and 8th-grade tutors who also need help but work with tutees at least two years below them in skills. There are two HIT centers at each location (HIT Reading Center and HIT Mathematics Center), each staffed by one certified teacher and two paraprofessional aides. A central feature is use of programmed and drill materials and daily calculation of percentage of correct responses for each tutee to insure that new learning is introduced at a rate so that students get 90-94% correct each day. Interaction between tutor and tutee is structured to maximize the time the tutee is engaged in active learning behaviors.

Teachers and aides monitor tutoring, chart daily progress, and distribute candy rewards. Tutors check each answer, provide correct answers, and reinforce them following a structured procedure.

## • target audience

6th-7th grade tutees who perform 1-5 years below grade level and 3 or more years below grade level respectively. Participants selected on basis of academic need with priority given to children farthest below level.

## • materials used

Sullivan Programmed Readers, Sullivan Programmed Math, Hegge, Kirk and Kirk Remedial Reading Drills, extra books, teacher-made and commercial materials: flash cards, clocks, games.

## • descriptors

Remedial reading and mathematics, cross-age tutoring, basic skills programmed and drill materials.

## • financial requirement

Yearly operating budget for a reading center is approximately $26,000, or $200 per pupil considering tutees only. If tutors are also considered (they benefit from program), per-pupil costs are cut approximately in half. Yearly budget for operating math centers is approximately $25,000, or $175 per pupil for tutees. Operational costs approximately 65% personnel-related. Start-up costs approximately $5,000 per center.

## • program evaluation

Evaluation data show that High Intensity Tutoring participants made statistically and educationally significant achievement gains in math and reading. These gains exceeded expected gains for non-participants and moved participants substantially closer to national norm. Gains ranged from 1.2 to 3.7 months per month for tutees and tutors on the W.R.A.T.

## ADOPTION CRITERIA:

General Criteria: Principals must be willing to release two of their best-respected teachers for the project. School staff must be willing to:
Schedule a great many students for 1/2-hour sessions.
Accept highly structured approach to teach basic skills.
Accept use of candy rewards.
Accept aides in a role similar to teacher's.

Staffing: Each center is staffed by one certified teacher and two paraprofessionals. Two of the best-respected teachers already in each school are chosen by the principal and project director. Aides should be high-potential people because they do work similar to that of teachers. Tutors (7th- and 8th-grade volunteers) must be two grade equivalent years ahead of tutees.

Facilities/Installation: Center classrooms should be located near where students attend regular classes. Approximately 10 pairs of student desks are needed. Tutors can sit either side by side or opposite each other. Desks should be arranged to allow teacher and aides to circulate easily around the room, which should have areas where display materials can be set up. Bookcases, material shelves, teacher's desk, and file cabinets are needed.

Training: Two weeks of preservice training of teacher and aides before school starts. Inservice training once-a-week throughout the school year. One meeting per month for new information is attended by project director; 3 meetings/month concerned with problems and advances, attended by staff only.

## ADOPTION SERVICES:

### • training materials

Analysis and Selection Kit (ASK),
Awareness materials (brochures, posters, cassette-slide show), Project Description booklet, Proposal Preparation Kit, Project Information Package, Complete kit for start-up operation.

### • demonstration/ visitation

For more information, contact originator site project director:
Mrs. Bettye Colden
School Board of Highland Park
20 Bartlett Street
Highland Park, Mich. 48203

### • training capability

Training is designed in Project Information Package.

## CONTACT:

State Facilitator or State Title I Coordinator.

Development Begun: 1970
USOE DRP Approval: 1973
Diffusion Start: June 1973

# PROJECT: INTENSIVE READING INSTRUCTIONAL TEAMS (IRIT)

## • description

The Intensive Reading Instructional Teams (IRIT) project is designed to raise the level of achievement of 3rd- and some 4th-grade pupils deficient in basic skills of language and reading. Forty-five students per team of teachers are selected for each of three cycles. Members of IRI Team correlate this language arts program to pupil's instructional program in his/her home school. All Team members use a flexible, highly individualized approach. The individualized reading offers assignments that enrich the child's background, promote written and oral language skills, and instill a pleasure in reading. The vocabulary and comprehension area builds perceptual and reading skills. Decoding, the core subject area, uses an individualized approach to assist the youngster in his/her ability to attack new words.

45 pupils from sending schools are brought to one site each morning for 10 weeks for intensive instruction by three language arts specialists in three 50-minute sessions. Diagnostic testing identifies special needs of each. IRIT teachers teach in morning only and use afternoons for planning.

## • target audience

Third and some 4th-grade pupils deficient in basic skills of language and reading. Pupils are enrolled in program for onley <u>one</u> 10-week cycle.

## • materials used

Appropriate commercial materials, audiovisual equipment, and games. Teacher-developed materials.

## • descriptors

Wide variety of reading materials and games,
Individualized instruction,
Team teaching,
Intensive instruction.

## • financial requirement *

Budget for three IRI Teams is $177,215, serving 405 pupils from 6 schools at average cost of $438 per pupil. Start-up costs average around $25 to $50, depending on specific equipment ordered. Total estimated costs: $400 per pupil after start-up. Initial cost for equipping one team approximately $7,500.
*As stated in the PIP.

## • program evaluation

Mean total reading scores for 1971-72 IRIT pupils were raised from 2.7 to 3.3, a gain of 6 months for 10 weeks of instruction. In 1972-73 pupils went from 2.3 to 3.2, a gain of 9 months in 10 weeks.

## ADOPTION CRITERIA:

General Criteria: Agreement with instructional philosophy; project director who can provide instructional leadership; team of exceptionally skilled teachers of reading; project director starts in March previous to implementation year.

Staffing: Project director (50%)
Secretary (50%)
IRI Team (three teachers)
ALL teachers must be expert reading teachers with 2 years' teaching experience and demonstrated effectiveness in school district.
Team secretary

Materials/Facility:

Three separate classrooms, preferably adjacent, to help maintain program autonomy
Standard classroom furniture

Training: Project director conducts a 2-week preservice training workshop prior to school opening. Staff should also practice using new or unfamiliar materials and tests.

Inservice training continues after completion of workshop. Meetings of all members are scheduled to permit interchange of ideas and troubleshooting on any problems that arise.

## ADOPTION SERVICES:

### • training materials

Project Information Package Materials:
PIP training materials,
Project director's manual,
Teacher's manual,
Orientation filmstrip,
and cassette about PIP program being used.

### • demonstration/ visitation

For more information, contact originating site:
Mrs. Beatrice Wood
Board of Education
249 High Street
Hartford, Conn. 06103

### • training capability

Training is designed to meet the adoption needs and implementation requirements set forth in the PIP.

## CONTACT:

State Facilitator or Title I Coordinator

Development Date: 1965-66
USOE DRP Approval: 1973
Diffusion Date: June 1973

# PROJECT: PROGRAMMED TUTORIAL READING (PTR)

## • description

The objective of the Programmed Tutorial Reading project is to provide tutoring to underachieving 1st graders in beginning reading as a supplement to conventional classroom teaching. The teaching strategy employs many elements of programmed instruction: frequent and immediate feedback, specified format, and individualized pace. However, whereas programmed instruction has often sought errorless or near-errorless learning with many cues at first, followed by a fading of cues, the tutorial program proceeds in the opposite manner with minimal cueing at first, followed by increased prompting until the child can eventually make the correct responses. Through the use of 11 different Item Programs, the tutoring behavior of each tutor is carefully controlled. Project components are systematically programmed so that any decision made by a tutor is limited to judging the correctness of a reading response or the appropriateness of an answer to a question. Reinforcement is an important part of the instructional strategy.

## • target audience

First graders in the bottom quartile who need help learning to read are tutored on a one-to-one basis.

## • materials used

Tutoring material complements Basal Readers used in 1st grade classrooms. A programmed tutoring kit is supplied to each tutor.

## • descriptors

Programmed Tutoring Materials.
Controlled tutor behavior
Supplemental reading
Paraprofessional tutors

## • financial requirement *

The annual per-pupil cost ranges from $150 to $250 depending upon rates of pay of tutors and supervisors. Personnel costs, which include all administrative and clerical assistance, account for approximately 98% of total budget.

* As stated in the PIP

## • program evaluation

The evaluation of Programmed Tutorial Reading projects has been exceptional in terms of both scope and rigor. All reading achievement test results are statistically significant in favor of tutored pupils.

## ADOPTION CRITERIA:

General Criteria: Project director is a skilled administrator, effective trainer. Certified tutorial supervisor monitors quality of tutoring, plans and conducts inservice. Tutors follow tutoring process exactly as prescribed. One tutor works individually with 7 children in two hours.

Staffing: Project director (50%)
Tutorial supervisor (100%) who is a certified teacher.

Tutors who are paraprofessionals or high school students. Paraprofessionals work full-time; high school students work two hours per day.

Facilities/Implementation: No major alteration of existing facilities is required. Tutoring sessions are held in any available area where the tutor can work with the child. This area, which should be isolated from passers-by, may be a separate room.

Equipment consists of a table and chair that will allow side-by-side seating for the tutor and child. An office for the project director, supervisor, and secretary is necessary. Meeting room for training sessions is necessary from time to time.

Training: Training of tutors by project director and supervisor requires approximately three full days of group instruction, supplemented by supervised training on the job. Two days of training are given before the beginning of school year. One additional day is given after several weeks of tutoring. Training sessions are held bi-monthly to discuss and correct problems encountered by tutors or observed by tutorial supervisor.

## ADOPTION SERVICES:

### • training materials

PIP Booklets
Orientation filmstrip and cassette
Instructions in use of materials
Cassette tape/slide presentation materials in PIP.

### • demonstration/ visitation

For more information, contact original-site project director,

Dr. Dallas Workman
Davis County School Dist.
45 E. State
Farmington, Utah 84025

### • training capability

Training is designed to meet the adoption needs and implementation requirements as set forth in the PIP.

## CONTACT:

State Facilitator or Title I Coordinator

Development Date: 1964-68
USOE DRP Approval: 1973
Diffusion Date: June 1973

# PROJECT: R-3

## • description

The R-3 project was designed to reinforce the academic skills in reading and mathematics using gaming/simulation learning contracts, diagnostic-prescriptive teaching, intensive involvement, and external parental involvement. Each student in a grade level participates in a three-period core of reading, mathematics and social studies classes. By using these techniques, the program seeks to make the students ready to learn, to make learning relevant, and to reinforce positive attitudes and behavior, and thus to motivate students to learn. Each class of 20 reflects the achievement range of the entire grade level. The reading, math, and social studies classes are coordinated with other such skills so that those learned in one area are practiced and reinforced in another. Regular home visitations by project staff are conducted.

Teachers use an eclectic approach to instruction, incorporating instructional techniques such as games, simulation, contracts, and intensive involvement.

## • target audience

Primary focus has been for the 7th, 8th, and 9th grades. An entire incoming class of 7th graders is involved in the project for 3 years, through 9th grade.

## • materials used

Over 450 day-to-day activities in gaming/simulation from original project site. Wide variety of commerical materials serving grade levels 2-12. Diagnostic tests (reading, math, and student attitude surveys). Teacher-made materials. Audiovisual materials.

## • descriptors

Gaming/simulation
Team Planning
Intensive involvement
Reading, math, and social studies
Weekly contracts
Diagnostic-prescriptive.

## • financial requirement

The total per-pupil expenditure for R-3 is estimated at $443. Salaries of district teachers are covered by district funds as are classroom facilities, basic classroom books and supplies, and audiovisual materials. (Salaries for 3 teachers and 9 aides are covered by project funds.)

## • program evaluation

During the 1972-73 school year, the 183 7th-grade pupils for whom both pre- and post-test scores were available averaged a 1.0 year grade-equivalent gain in reading. In math both scores were available for 179 pupils; averaged gain 2.0 year. Gains in reading this year did not exceed expectations derived from normative data (grades 6.6 to 7.6) but arithmetic gains exceeded norm-based expectation by .52a. Average 7th-grade participant moved from 29th to 48th percentile (compared to grade 7.6).

## ADOPTION CRITERIA:

General Criteria: Project director is an experienced administrator, teacher, and effective planner who agrees with R-3 philosophy. Teachers are experienced yet open to innovation. Instructional aides are efficient in reading, math, or social studies. Personnel are supportive, warm, and responsive with students. Start-up needed in May.

Staffing: Based on student body of 260 --
1 full-time project director
1 full-time curriculum resource teacher
9 certified teachers; 3 reading, 3 math, 3 social studies
9 instructional aides; must have high school diploma

Facilities/Implementation: The essential characteristic of any learning laboratory is that it be flexible. Each teacher's classroom should be reorganized to fit the requirements of his/her own component curriculum. Hexagonal tables and chairs and carpeting to enhance flexibility and reduce noise are necessary. Tables and chairs must seat comfortably 20 students at various locations. Storage locations must be plentiful to house multiplicity of instructional materials. Offices for project director, secretary, and curriculum resource teacher are necessary.

Training: Training must be initiated prior to fall opening of school and continued on daily basis throughout school year. The director and curriculum resource teacher, directly responsible to project director, act as coordinator and facilitator for staff training and ensure that staff has access to consultants as needed. Of high priority are training topics related to gaming/simulation, contracts evaluation, and curriculum development.

## ADOPTION SERVICES:

### • training materials

Gaming/simulation units
PIP orientation filmstrip and cassette
Project Information Package materials:
Analysis and Selection Kit
Project director materials
Teacher materials
Training manuals
Hardware/software materials.

### • demonstration/ visitation

For more information contact originator site project director:

Mrs. Pauline Perrazzo
Director Project R-3
Herbert Hoover JHS
1450 Naglee Avenue
San Jose, Calif. 95126

### • training capability

Training is designed to meet specifications set forth in PIP.

## CONTACT:

Your State Title III Facilitator

Development Date: 1967
USOE DRP Approval: 1973
Diffusion Date: June 1973

## SUPPLEMENTARY LISTINGS

In the following pages are described programs that have been approved for national diffusion by the Education Division's review panel but that did not receive developer/demonstrator funding. Since scarce national resources make it impossible for the U.S. Office of Education to provide support to every validated project that proves its effectiveness, some of these projects may not be able to offer training for users of their programs or to carry out demonstrations. However, information is provided in the event that additional funding support should later become available, as well as to acquaint readers with a wide variety of well-developed local school programs.

Hence, schools are cautioned in advance that inquiries to this particular group of developers may not produce a prompt or encouraging response unless the potential adopter has resources available to install new programs. Wherever available, adoption services are shown for these projects.

# PROJECT: ADULT PERFORMANCE LEVEL STUDY (APL)

## • description

APL is a research project designed to identify and assess adult functional competency (literacy). Over a four-year period, 65 performance-based objectives reflecting important skills and knowledges necessary for adequate survival in today's U.S. society were delineated. Criterion-referenced test items were used to assess actual adult performance levels (not grade levels) on national samples representative of general U.S. English-speaking population. In terms of results, about 20% of the population function with difficulty, 30% are functionally competent but not proficient, and 50% are proficient. Competency-based instructional guidelines focusing on survival or coping skills in occupational knowledge, consumer economics, community resources, health, and government and law. No special staff necessary for using tests or instructional guidelines in classroom.

Contact: Dr. Norvell Northcutt, Director
APL Project
Division of Extension
Bureau of Adult, Industrial, and
Business Training
University of Texas at Austin
Austin, TX 78712

Development Begun: 8/71

## • target audience

Assessment items for general English-speaking population over 18. Supplementary instructional guidelines for undereducated adults (below 12th grade).

## • materials used

Tests will be available on a commercial basis by a reputable test publishing firm. Materials provided by project include performance objectives, a bibliography of materials relating to teaching those objectives, and assessment results.

## • descriptors

Basic skills, adult functional competency, national literacy, adult education.

## • financial requirement

Cost of consumable test booklets not available. Cost of APL objectives and bibliography minimal; teacher training packet negotiable.

## • program evaluation

Items developed from APL objectives were field tested on random samples of adults over 18 in the U.S. Five such surveys were conducted. Objectives were obtained through interviews with business, industrial, and educational personnel, prospective employers, and target audience; expert opinion; and literature research.

# PROJECT: ALICE BILINGUAL PROJECT

## • description

The Alice Bilingual project attacks the problem of deficiency in English performance for the Spanish-speaking child. The goal of the project is successful achievement by the student of educational goals using two languages, developing proficiency in both, but acknowledging English as the first language. The curriculum structure consists of performance objectives (for math, reading, language arts) evaluation tests and mastery charts of the objectives kept on each child. The methods used by teachers are not limited; individualized instruction stressed. Teachers enroll voluntarily and receive training through Texas Education Agency Institutes.

Contact:
Mrs. Maria Claudina Hernandez,
Bilingual Director
Mr. Eugene Garcia, Federal Program
Director
200 N. Reynolds
Board of Education Building
Alice, Tx. 78332
(512) 664-0981 Station 41, 42, 47

## • target audience

Kindergarten through sixth grade; heterogeneous group. Both Spanish and English are taught in math, language arts, reading.

## • materials used

State-adopted materials are used for grades K-2; 3-6 use materials chosen by the program.

## • descriptors

Bilingual/bicultural education, affective education/personal development, culture and heritage.

## • financial requirement

Using only Title VII funds (based on $220,000 per 1003 pupils), cost is $219 per pupil. The starting per-pupil cost in 1970-71 (based on $80,000 per 240 pupils) was $333 per pupil.

## • program evaluation

Program evaluation is carried out according to a timeline evaluation design that incorporates all testing, mastery of objectives, and any type of evaluation done throughout year. Evaluation has taken place over a 5-year period, and statistics show steady growth by pupils.

**PROJECT:** PROJECT C.H.I.L.D. (Comprehensive Help for Individual Learning Differences)

## • description

A child's education cannot take place in a vacuum isolated from family and community or ignoring personal and family needs that may be handicaps to learning. C.H.I.L.D. incorporates individuals, agencies, and community resources daytime, evening, and weekend to serve black, Algonquin Indian, Mexican-American, and white rural/migrant families. 12-hour day program is complemented by evening educational component in homes and camps for parents and older siblings, weekend recreational and cultural component for family, dental and health services, training and employment of parents and older siblings as classroom aides, vocational exploration and training for parents, and pre- and inservice education for teachers and staff. Instructional objectives based upon learner needs are implemented by experience-based, rather than a textbook-oriented, curriculum. A modified open classroom is utilized. Students' needs are assessed, objectives behaviorally stated, related resources and high-interest learning experiences identified, and evaluative devices determined. Bilingual staff preferred. Paraprofessionals must be parents or older siblings of children served. Staff development prior to and during program improves teaching skills and sensitivity.

Contact: Dr. Gloria Mattera, Director, Geneseo Migrant Center, State University College, Geneseo, New York 14454

## • target audience

Infants through adults; all ability levels. May be French- and/or Spanish-speaking.

## • materials used

Adopting/adapting schools will be given permission to reproduce any materials. Most of these are teacher-aide-student-made.

## • descriptors

Vocat. ed., career ed., early child. ed., biling/bicul. ed., health, sex, and family life, affect. ed./personal devel., teacher training, reading, ethnic ed. and intergroup, movement ed., parent involv., community involv.

## • financial requirement

A variety of funding sources may be needed to conduct the total program. Individual student costs vary for each program:
Children's Daytime Program-$399.75
Evening Program - $68.38
Weekend Program - $21.57.

## • program evaluation

The teacher's Planning Chart specifies evaluation techniques for each objective. Once the evaluation is made, if the objective has not been met, the teacher recycles the learner to other learning experiences or provides learning experiences based upon the learner's needs. Objective data generated by the post WRAT tests indicate the students gain 3 months in their reading and math skills for a 5-week program.

# PROJECT: CHILD-PARENT CENTERS ACTIVITY

## • description

Located in 25 specially designed facilities, the Child-Parent Centers provide an individualized, locally designed, highly structured instruction program for preschool children, kindergarten pupils, and grades 1-3 pupils. Supplementary and supportive services are provided by school nurses, licensed practical nurses, social workers, speech therapists, counselors, and curriculum specialists. This activity heavily emphasizes parent involvement, recognizing that the parent is the child's first teacher and that home environment and parent attitude toward school influence a child's academic success. Parents help and instruct their children at home and are also involved in a school program that meets their own interests and needs.

Contact: Mrs. Velma Thomas, Director
Mrs. Dorothy Kellberg
Child-Parent Centers Activity
Board of Education, Rm. 1156
228 North LaSalle Street
Chicago, IL 60601

Development Begun: 1967

## • target audience

Students educationally deprived, from low-income families, preschool through 3d year beyond kindergarten. Parents also included in program.

## • materials used

Determination made locally. Some material is also developed at local level.

## • descriptors

Early childhood education, reading, parent involvement, structured language development, early identification of disabilities, continuous progress.

## • financial requirement

Start-up costs: instructional material $100.00 per pupil; necessary furniture and equipment to accommodate 100 to 1[illegible] pupils; separate facilities recommended. Continuing basis $13.00 per pupil for instructional materials.

## • program evaluation

Attainment of project objectives was assessed through evaluation design that tested each objective. Results of project were validated through 4-year longitudinal study in original 4 centers with approximately 1000 students. Annual evaluation is also maintained.

**PROJECT:** CHILD STUDY CENTER (CSC): A Validated Pupil Personnel Services Demonstration Project

## • description

The CSC is a pupil services delivery system that assists children with learning problems achieve significant gains in intellectual performance, basic skill acquisition, and personal/social functioning. CSC embraces the disciplines of education, psychology, social work, and speech pathology with consultation from medical and other community professions. The purpose is to provide the diagnostic, prescriptive, and consultative intervention necessary to assist children experience success. The diagnostic study encompasses intellectual, physical, social, familial, emotional, and communication factors that affect learning. The exchange of information and the active cooperation among Center, school, home, and community resources is the key ingredient in implementing successful programs for children. Major activities of the Center include conducting an in-depth study of each child and developing composite diagnoses and prescriptions for establishing remedial plans.

Contact:

Dr. Ralph E. Bailey, Director
Pupil Personnel Services Demonstration Project
All Children's Hospital
801 6th Street South
St. Petersburg, FL 33701
(813) 821-5260

Development Begun: 7/71

## • target audience

Children from kindergarten through middle school who are exhibiting multiple symptoms associated with learning and/or social behavior problems.

## • materials used

Adopting centers will be provided a list of recommended diagnostic instruments and remedial resources. Adopters will be expected to purchase at cost the following program products: Developmental and Remedial Strategies for Facilitating Student's Academic and Personal Growth and Implementing A Child Study Center: A Manual for Adopters. Available at $1.50 each.

## • descriptors

Indisciplinary, learning disabilities, diagnostic-prescriptive, parent involvement.

## • financial requirement

The per learner start-up costs of $22.86 are one-time expenses and are computed on the projected number of students to be served during the first three years of operation. The per learner monthly operational costs of $42.21 include the salaries of all Center personnel. Potential adopters are encouraged to consider reallocating existing human resources to minimize additional financial expenditures.

## • program evaluation

When comparing pre- and posttest scores, participating children made gains in: (1) intellectual functioning as measured by the Wechsler Intelligence Scale for Children; (2) learning abilities as measured by the Detroit Tests of Learning Aptitude; (3) reading achievement as measured by the Gilmore Oral Reading Test; and (4) productive social/emotional behavior as measured by Teacher and Parent Rating Scales.

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See project description, Positive Alternatives to Student Suspensions (PASS), for adoption information.

# PROJECT: DEVELOPMENTAL PLAY (DP): A Validated Pupil Personnel Services Demonstration Project

## • description

Developmental Play is both an activity-based intervention program for young children and a training model in child development and behavior for college students, pupil service workers, teachers, parents, and paraprofessionals. Although the focus is on play and not school work, it is a structured program in which participants (first child to adult and then child to child) get to know each other by having a good time together. In addition to having fun, the children are encouraged to become aware of and to express their feelings. When successfully implemented the program creates an atmosphere of a large family whose members experience warmth, caring, and openness with each other.

Weekly sessions are divided into three parts: individual child-adult play; circle time for group activities; and juice time for closure. Supervision is provided participating adults to help them analyze their experiences with the children.

Contact: Dr. Ralph E. Bailey, Director
Pupil Personnel Services Demonstration Project
All Children's Hospital
801 6th Street South
St. Petersburg, FL 33701
(813) 821-5260

Development Begun: 7/71

## • target audience

Although the program has been effective in meeting the needs of small groups of children with learning and social behavior problems, DP may offer even greater potential for larger groups of normal children, especially in the two to six age group.

## • materials used

The major resource is the program product Sourcebook for Finding Your Way to Helping Young Children Through Developmental Play. Anticipated print cost $2.00.

## • descriptors

Affective education/personal development, relationship counseling, early childhood education, teacher training.

## • financial requirement

When implementing DP as a remedial program for small groups of children with learning and social behavior problems, the per learner start-up costs for a three-year program will be less than $20. There would be no additional per learner monthly operational costs for a school with the services of an elementary school counselor or psychologist who could devote a minimum of one-half day per week to the program.

## • program evaluation

Children participating in the DP program one hour weekly for a minimum of five months made gains in intellectual functioning as measured by the Wechsler Intelligence Scale for Children. Children in control groups did not make gains.

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See project description, Positive Alternatives to Student Suspensions (PASS), for adoption information.

# PROJECT: EDUCATIONAL REMEDIATION OF AUTISM AND ENVIRONMENTAL DISORDERS

## • description

Educational Remediation of Autism and Environmental Disorders (ERA ED) was designed to permit severely emotionally disturbed, behavior disordered, and autistic children to be educationally remediated in local public school programs, preventing extrusion into hospitals or residential facilities. Support staff from the project functioned as liaisons between community and family. Modification of child's negative interaction patterns occurred through this intervention with all change agents. Support staff also planned and carried out strategies to reintegrate children into public school programs in home communities. Mental health and educational prevention, as well as remediation, were achieved.

Behavioral objectives (at least 4 social and 4 academic) for each child are reviewed once per month or more frequently by teachers and revised as necessary. The achieved objective is replaced by a higher academic or social goal. Programmed curriculum packages appropriate to individual student need are used; group instruction and discussion are part of the curriculum.

Contact:

James L. Nicholson
Project Director
Project Advocate
145 Fisk Ave.
DeKalb, Ill. 60115

## • target audience

Children ages 4-16 with diagnosis of severe emotional or behavior disorder as primary presenting problem; multiple learning handicaps; educational focus on core academic areas of reading, math, language arts, social studies, other areas by individual student interest.

## • materials used

Checkered Flag Reading Series; Search for Values; Reader's Digest Reading Series; Houghton-Mifflin Math Series; Specific Skill Series; Dolch Puzzle Books; Grove-Tex Money Kits; Ideal Perceptual Skills Materials; Values Clarification; Building Language Power Series; Turner Career Guidance Series; Follett Vocational Reading Series; You the Consumer; SRA Reading Modules; Basic Driver Education; etc.

## • descriptors

psychoeducational intervention; individualized prescription; inservice training; FM coaching of teacher behavior; parent coaching; integration of LD & traditional approach; crisis interviewing; positive reinforcement.

## • financial requirement

Project may be replicated by LEA willing to designate basic team of psychologist/director, social worker, and prescriptive teacher with supportive clerical staff and pediatric and psychiatric consultation. Local costs will vary but approximate cost of $60,000 per year for personnel is adequate.

## • program evaluation

Significant improvements in achievement and behavior were noted based on various categories of before-after comparisons, including Peabody Individual Achievement Test scores, Burk Behavior Ratings, and classroom observational data. Also, based on ratings by consulting psychiatrist, degree of emotional impairment decreased in approximately 80% of children.

# PROJECT: EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI)

## • description

ECRI has identified teaching techniques important for reading success. These include abilities to: elicit correct responses from non-responding pupils, establish high mastery levels of responses with performance and rate as criteria, vary number of practices (and time) to each pupil's learning rate, correlate language arts activities to increase responses, utilize effective management and monitoring systems, diagnose and prescribe instantly when errors or no responses occur. Techniques incorporated into specific directives during reading, oral language, spelling, dictation, creative writing, and penmanship instruction. Word recognition, comprehension, and study skills are taught using prescribed directives. Movement of pupils depends on rate of mastery. Small-group instruction occurs (keeping ahead of fastest pupil) but individual conferences are held daily.

ECRI teacher instruction varies from university classes with practicum experiences to teaching on the job. Instructional methods used by ECRI teachers are prescribed; verbal directives provided. Teachers model, elicit responses to questions, design activites for discovery, test for mastery, diagnose and prescribe. No special staff or organizational pattern are necessary in schools where teachers use ECRI techniques.

Contact: Dr. Ethna R. Reid, Director, 2888 Highland Drive, Salt Lake City, Utah 84106 (801) 486-5083. Development Begun: 5/66

## • target audience

Teachers grades K-12, all ability levels, mono- or multi-lingual pupils, during language arts and reading instruction (including content reading), with any organizational pattern.

## • materials used

Existing language arts, reading materials may be used. Specific supplies for pupils recommended. Mastery tests are written. Training materials for teachers purchased from ECRI. ECRI has 20 self-instructional teacher training kits if inservice education is not desired.

## • descriptors

teacher training; mono- and multi-lingual pupil; reading and language arts; early childhood through adulthood; special and regular classrooms; affective (increased self-concept); parent involvement.

## • financial requirement

Costs involve contracting with ECRI for teacher education or purchase of programmed training kits. ECRI staff time $150 a day plus expenses. Contracts range from $5 to $25 a pupil, depending on length of training time and travel. Director kits, $25; teacher kits, $20. 20 kits available.

## • program evaluation

The project was originally validated over 3 years with more than 700 pupils in 3 Utah elementary schools and a Reading Clinic. (Selected because of history of low reading achievement and varied ethnic background of pupils.) Adopting districts have demonstrated effectiveness of ECRI techniques; data available on request.

## ADOPTION CRITERIA:

TRAINING MATERIALS:

Awareness materials available at no cost except postage. 20 packaged teacher training kits include: Teaching Words Through the Sight, Phonics, Word Structure, Context Methods; Teaching Literal, Interpretative, Critical and Creative Comprehension Skills; Teaching Selection, Evaluation, Organization and Locational Study Skills; Teaching Letter Names and Sounds; Teaching Reading of Graphic Aids, Surveying, Skimming, Scanning, Spelling, Manuscript and Cursive Penmanship, Dictation, and Creative Writing; Teaching Following Directions; Behavior Management; and Eliciting Responses.

## ADOPTION SERVICES:

### • demonstration/ visitation

Contact D/D for closest demonstration site. Visitors welcomed but should check that schools are in session. Demonstrations/visitations are part of training seminars in Salt Lake City.

### • training capability

Five-day training seminars held periodically in Salt Lake City and other regions in the U.S. and Canada. Five-week institute and two-week workshop are held each summer at University of Utah. Write to be placed on mailing list for announcements. Out-of-state training available upon request. Length of time determined by needs and available funds. Graduate credit can be arranged. Teachers can teach in model classrooms under ECRI staff supervision. Contact D/D for further information.

# PROJECT: EXPERIENCE-BASED CAREER EDUCATION (EBCE)-- Appalachia Educational Library (AEL)

## • description

The Appalachia Educational Laboratory's Experience-Based Career Education program is an alternative which has been implemented by school systems in six states, at the junior/senior years of high school. Through EBCE, students obtain academic credits, explore the real dimensions of many careers, learn about who they are and what they want to become, and master some of the skills they will need to successfully negotiate the complex world of adult living. Their goal is not to train for one preselected job, but to discover by direct experience what career(s) they find most potentially rewarding; not to use occasional field trips to supplement classroom study, but to actually do the studying in the context of sites and people in the community; not simply to learn about responsibility, values, and maturity, but to become more responsible and mature, and to begin developing a conscious and consistent set of values. EBCE requires training two professionals not found in the traditional school--learning coordinator and experience site analyst.

Contact:

Dr. Harold Henderson
Director
EBCE Program
P. O. Box 1348
Charleston, WV 25325
(304) 344-8371

## • target audience

EBCE has been formed to appeal most to students who have a vague notion of available career options and want to explore through direct experience; college-bound students who want to test some tentative career choices; and others who want some minimal entry-level skills.

## • materials used

The instructional "systems" for EBCE are highly structured, yet simple to operate. Program materials include: Guidelines and Procedures Manual, Student Career Guide, Student Program Guide, Implementation Manual, Standard Activity Sheet Manual, Subject Area Cross-Reference Catalogs, Experience Site Learning Guides, Experience Site Control Systems Manual, Guide for Resource Persons, and LC/ESA Training Manual.

## • descriptors

Individualized instruction, career education, experiential learning, competency-based learning, alternative secondary programs, experience-based learning.

## • financial requirement

Adopters' implementation costs vary according to program population, staff size, and adopters' amortization policy. AEL has determined that implementation costs typically include: feasibility study, learning coordinator and experience site analyst training, technical assistance, travel and per diem for AEL technical assistance staff, and EBCE curriculum materials. EBCE operating costs in Kanawha County are only slightly higher than the averae $1,30 per pupil cost.

## • program evaluation

Over 90% of EBCE graduates felt they were more highly motivated to learn and that the opportunities to learn were greater than in regular classroom settings. ITEB scores of EBCE students equalled or excelled those of a control group. 90% of parents interviewed said they had observed in their children positive changes that they felt resulted from EBCE. 90% also felt that the program was effective in teaching students to communicate with others in a mature way and to assume responsibility for themselves.

## ADOPTION CRITERIA:

Typical adopting school systems are located in communities with a past history of active involvement in the education of their children. Participating employers and other community resources provide facilities, equipment, supplies, and personnel to help implement EBCE. The key to the learning process is the adult working in any local community environment--someone willing to share occupational know-how and seasoned knowledge of the real world with an interested student. Additionally, school systems concerned about career education, dissatisfied students, and making academics relevant are good candidates for EBCE.

TECHNICAL ASSISTANCE:

EBCE requires training two professionals not found in the traditional school--learning coordinator and experienced site analyst. Utilizing training packages developed and evaluated by AEL, selected persons are trained at an EBCE demonstration and training center to fill the new roles within each new adopting school system. Once staff is trained, technical assistance is provided by AEL in areas such as evaluation, recruitment, student orientation, site analysis, or in other areas requested. A pre-arranged number of TA days are included in the implementation package; additional days are available from AEL at cost.

## ADOPTION SERVICES:

- **training materials**
- **demonstration/ visitation**
- **training capability**

# PROJECT: FAR WEST LABORATORY (FWL) EXPERIENCE-BASED CAREER EDUCATION (EBCE)

## • description

The FWL model of EBCE is an alternative program of comprehensive secondary education using the entire community as a school. Learning is planned and carried out through individualized projects that blend growth in academic subjects, career awareness, basic and social skills. While learning programs are planned and monitored with the assistance of EBCE staff located at a school center, students spend most of their time in the community, working with volunteer resource persons with diverse backgrounds and expertise. By focusing on direct experience in a wide variety of social and economic settings, where students apply "classroom" theory to solve practical problems while at the same time learning firsthand about careers, the program seeks to provide students with the knowledge and skills they need to function in the adult world. FWL-EBCE is staffed from presently employed LEA staffs (one learning coordinator per 25-30 students; one skills specialist per 200-250 students; and one resource analyst per 200-250 students). The FWL-EBCE model was developed in a mixed ethnic urban community, and was housed in a downtown office building. It is also feasible in small and suburban communities or in a wing of an existing, centrally located, high school facility.

Contact: Robert Peterson
EBCE
Far West Laboratory
1855 Folsom St.
San Francisco, CA 94103, (415) 565-3125

## • target audience

EBCE is designed as an alternative for all high school students -- regardless of academic backgrounds or future plans -- who are willing and able to profit from the EBCE style of individualized, experience-based learning.

## • materials used

Adopters will need a set of program handbooks, materials, and procedural aids that orient them to EBCE, its goals, and underlying assumptions; explain how to recruit and develop resource sites; recruit and orient students; assess student needs; plan, carry out, monitor, and evaluate learning programs; use or develop new project planning packages. The set includes five packages developed by FWL.

## • descriptors

Career ed., experience-based, student-centered, high school, basic skills, process skills, community invol., acad. subjects, interdisc., alter. ed., prob.-solv./dec.-making, values clarification.

## • financial requirement

If the enrollment is at least 200, the FWL-EBCE model can be operated at a per-student cost equivalent to the average cost in a comprehensive high school in the same community. On-site staff training and necessary copies of program documents are available from FWL (average cost to LEA $8,000 - $15,000) for technical assistance in start-up, operations, and limited evaluation.

## • program evaluation

FWL-EBCE has been rigorously evaluated by internal staff and external review teams from NIE and ETS. The program has demonstrated effectiveness in achieving student growth in basic skills, career awareness, interpersonal skills, enhancing motivation to learn, mobilizing community support, and preparing graduates to enter college, seek employment or further training. The program documents include an Evaluation Handbook.

## ADOPTION CRITERIA:

The kind and level of assistance will be jointly planned and scheduled with the local school district depending on its particular needs. This is the type of help available now:

ORIENTATION AND PLANNING WORKSHOPS intended to familiarize school administrators with the Far West model, help them decide whether to start an EBCE program, and assist them in beginning the planning and design process. Workshops are given in response to requests and are scheduled to accommodate local needs. Most are conducted in San Francisco but may be offered in other locations where the demand exists.

STAFF DEVELOPMENT to help local EBCE staffs internalize the goals, underlying values, and organizing concepts of the Far West model; and to help them develop the knowledge and process skills necessary to fulfill operational roles (learning coordinator, resource analyst, skills specialist, and program director).

TECHNICAL ASSISTANCE on-site to help adopters in planning and carrying out successful program operation. Activities include: helping EBCE staff develop local awareness and support, modify program materials to fit local needs, recruit resources and students, plan evaluation activities, and trouble-shoot program operations to identify problem areas and determine corrective actions.

## ADOPTION SERVICES:

### • training materials

Handbooks and manuals that describe all aspects of the Far West Model of EBCE. Included are detailed procedures and forms required to develop and operate an EBCE program, along with instructions and illustrations on "how to do it."

### • demonstration/ visitation

LEA representatives may wish to visit FWL and demonstration site (at LEA's expense) prior to adoption decision. Contact FWL-EBCE to make arrangements.

### • training capability

Orientation and planning workshops, staff development, technical assistance.

# PROJECT: EXPERIENCE-BASED CAREER EDUCATION (EBCE)
Northwest Regional Educational Laboratory (NWREL)

## • description

Experience-Based Career Education (EBCE) as developed by Northwest Regional Educational Laboratory is a full-time, comprehensive program designed to operate as an alternative to the regular secondary school curriculum with a unique set of expectations of its own. EBCE integrates real-life experiences at a variety of employer and community sites with individualized educational outcomes. Students negotiate their learning activities within prescribed boundaries. Options are numerous, including enrollment in regular high school or community college coursework if the experience fits with long-range plans. All students must meet requirements in Basic Skills, Life Skills and Career Development. They receive a standard high school diploma on completion.

Contact:

Rex Hagans, Program Director
Experience-Based Career Education
Northwest Regional Educational Laboratory
710 SW Second Avenue
Portland, Oregon 97204
(503) 248-6893

## • target audience

All students willing to assume major responsibility for their own learning. Age requirements may be necessary in some states, for maximum employer site involvement.

## • materials used

Students and staff in EBCE use materials and resources unlike traditional textbooks and curriculum guides. Each tool is designed to capitalize on the individualized, community-based nature of the program. Price lists and sample copies are available from NWREL. Handbooks for planning and operating EBCE may also be purchased.

## • descriptors

Alternative education, individualized instruction, integrated learning, career exploration, basic skills, performance-based outcomes, work experience, decision-making skills, activity learning problem-solving skills.

## • financial requirement

Five districts in the Pacific Northwest and Alaska have budgeted their respective operating costs as follows: (a) 30 students at $1,000 each; (b) 50 at $1,050 each; (c) 60 at $1,100 each; (d) 25 at $1,370 each; and (e) 100 at $1,700 each. Costs hinge on the extent to which districts choose all or part of the EBCE model.

## • program evaluation

Success in EBCE is measured along a variety of dimensions: staff asessments, parent reactions, participating employer evaluations, the "Comprehensive Test of Basic Skills," the "Self Directed Search," the "Psychosocial Maturity Scale," a semantic differential, student case studies, and other techniques which will be described in a user's handbook on evaluation.

**ADOPTION CRITERIA:**

I. The following materials are available or are still under development for communities adopting EBCE:

User Materials (for general reference)

"Management and Organization" (sections on Program Planning and Governance, Community Relations, Personnel, Business Management); "Curriculum and Instruction" (sections on Curriculum Components, Planning and Monitoring, Learning Strategies, Learning Resources); "Employer/Community Resources" (sections on Site Recruitment, Employer Instructor Development, Employer Utilization); and "Student Services" (sections on Program Entry/Exit, Guidance, Student Records)

General Information Materials

Program Overview packet (single copy free)

Slidetape presentations (loan or purchase)

Consumable Materials (examples of items used which can be purchased from NWREL)

Student Guide to the Journal, Learning Site Analysis Form, Record of Student Performance, Exploration Package, The Competencies.

II. Training and technical assistance is available to districts interested in adopting part or all of the EBCE program. Seminars offered during 1975-76 will include:

A. Establishing a Network of Community Sites for Student Learning

B. Using Community Sites for Student Learning

C. The Project Method as a Means of Individualizing Community-Based Learning

Information on location, costs and criteria for enrollment is available from NWREL.

**ADOPTION SERVICES:**

- **training materials**
- **demonstration/ visitation**
- **training capability**

# PROJECT: RBS CAREER EDUCATION (Experience-Based Career Education - EBCE)

## • description

This program has demonstrated effectiveness in improving the career development and overall education of youth and in stimulating and organizing local and regional participation. The goal of the RBS approach to EBCE is to provide for significant and continuing improvement in the education of the greatest number of students at a feasible cost to the public. Program consists of 5 components: administrative guides, support services to local districts with staff training and development, and curriculum and procedural materials for the 3 instructional components (Career Development, Career Guidance, and Academic Resource Center). It supports 5 basic goals for students: preparation for career opportunities, growth in English and mathematics, increased accuracy and breadth of student perceptions of their environment, enhanced motivation to learn, and increased abilities to plan, solve problems, make decisions, and take action.

Contact:

EBCE Project
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, PA 19103
(215) 561-4100, Ext. 365

## • target audience

High school students and staff and school-community cooperation groups.

## • materials used

RBS Career Education Library, student editions of the Career Clarification Program, staff training workshop materials, program management forms, RBS Evaluation Package, ILA Communication Skills, ILA Mathematics, staff-developed materials.

## • descriptors

Career education, experience-based, high school, community involvement, career guidance, basic skills.

## • financial requirement

Start-up costs $1100 per student. Continuing costs $875 per student. Training cost $1500 for staff of 12.

## • program evaluation

Program has demonstrated significant student gains in career development, basic skills, and attitudes towards school in a pilot test at a public high school. Program student gains were superior to those of the control group. Significant differences occurred in career development, basic skills, and attitudes toward school. Student and parent opinion surveys have been quite favorable. The program has been adopted by the local school system which is planning to expand it above present enrollment of three hundred students.

## ADOPTION CRITERIA:

ADOPTION SERVICES

Research for Better Schools can provide support services for local and regional educational agencies who are planning and or implementing the entire RBS experience-based career program, part of the RBS program or techniques used within the program. Evaluation assistance also includes services for non-RBS career education programs. There are 5 basic support services. (1) Staff training - specific training for administrators, teachers and community participants in the operation of part or all of the RBS program or in the use of RBS techniques; assistance to supplement and or adapt RBS materials. (2) Consultant services - assistance in translating RBS Career Education into a local program; advice or assistance in dealing with particular problems relating to program planning and/or implementation. (3) Evaluation Services - assistance in tailoring the RBS evaluation package to local career education programs; machine scoring, data analysis; and reporting services. (4) Staff development - workshops designed to improve the professional skills of administrators and teachers involved in RBS program implementation, particularly with respect to program planning, project management, and evaluation. (5) Demonstration network - conference and communication among participating districts concerning local adaptations, new EBCE approaches and materials, evaluation findings, and further extension of EBCE programs.

## ADOPTION SERVICES:

- **training materials**
- **demonstration/ visitation**
- **training capability**

# PROJECT: FLIT: Functional LITeracy

## • description

Project FLIT is a 6-week program of job-related literacy training developed by HumRRO for U.S. Army recruits with low reading ability. This project was established to update the reading ability of personnel who did not attain their career field literacy requirements. The instructional program consists of 6 modular units based on job-related materials. Instruction is: modular, individualized, performance-oriented, functional, student-assisted, and semi-programmed. One teacher for each 15 to 20 students is recommended. The classroom should provide adequate storage for job reading materials and for student and teacher records.

Contact:

Dr. Thomas G. Sticht, Director
Mr. Lynn Fox, Associate Director
Mr. Robert Hauke, Associate Director
HumRRO-Western Division-Carmel Office
27857 Berwick Drive
Carmel, California 93921

Development Begun: 9/71

## • target audience

High school
Adult education
Vocational education
Adult basic education

## • materials used

Materials and student activities, based on job reading tasks, consist of student use of technical materials, manuals, worksheets, forms, tables, graphs, and procedural directions.

## • descriptors

reading
job-related reading
functional literacy
vocational education
career education

## • financial requirement

Major costs on FLIT were those associated with the initial research and development. Costs for a similar program would need to be estimated for research and development including job reading requirements, development of job reading tests, and development of job reading materials.

## • program evaluation

Two types of assessment instruments were developed: (1) module proficiency tests administered before & after each module; (2) Job Reading Task Tests to provide overall measure of ability to perform job reading tasks required in career area. Average job reading skills increased from Reading Grade Level (RGL) 5.2 before training to 7.3 (a gain of 2.1 RGL years). Percentage of students reaching course objective of RGL 7.0 increased from 10% before training to 54% after training.

# PROJECT: IMPROVING ACHIEVEMENT (READING) THROUGH USE OF TEACHERS AND TEACHER AIDES

## • description

This project treats the problem of reading deficiency in secondary students through personalized and concentrated interaction: personalized in that the adult-student ratio is most often one-to-one; concentrated in that instruction occurs daily, one period per day. Each individual's reading skills and lack of skills are thoroughly analyzed during the first few weeks. Instruction and rebuilding of attitude begin on a personalized basis at the point of identified deficiency (in many cases at point zero in the reading process). Individual records are kept of areas of weakness and patterns of improvement. The importance of personal interest and positive reinforcement on the part of the adult aide cannot be overemphasized. Reading instruction develops within the context of the total language arts curriculum. Project teacher plus team of eight aides supplement regular teacher's instruction.

Contact:

Mr. Carl G. Johnson, Director
Sky View High School Project
Cache County School District
2063 North 12th East
Logan, UT 84321

Development Begun: 8/70

## • target audience

Students reading two or more years below grade level with low or failing grades in English classes; grades 10-12.

## • materials used

All instructional, management materials used are commercially available. No particular products or systems stressed. Eclectic approach used to prescribe materials as needed.

## • descriptors

Reading, basic skills, (reading), diagnostic-prescriptive.

## • financial requirement

Start-up costs will run $200 to $225 per student (based on 180 students at 1975 prices). This includes the cost of hiring one project teacher, eight adult aides, and materials, equipment, inservice. These per-student yearly costs will remain relatively consistent allowing for inflationary increases.

## • program evaluation

Project evaluation was based on successful accomplishment of stated behavioral objectives; pre- and posttesting. The Gates MacGinitie Reading Test used; grade equivalent scores were reduced to average monthly gains. A high percentage (85%) of participating rural, low-to-middle income students measured an average monthly gain of 1.1 months or more per month.

# PROJECT: IMPROVEMENT OF BASIC READING SKILSS

## • description

Provides individualized instruction to help educationally deprived children reach grade level or potential. Reading Centers established in participating schools are staffed by a reading teacher and aide who work with 10 to 12 children for regular school term. Diagnostic tests are administered to determine specific needs of the children. A "Need" sheet is prepared for each child providing a written prescription to help master basic reading skills and reinforce classroom learning, and a "Daily Plan" sheet is maintained for each class, listing plans for each child. Teacher aides are assigned to work with children needing additional help over and above help received in the classroom and Reading Center. Individual attention shows the pupil that he is important and can excel in some way.

Contact: Ms. Elizabeth B. Dickson
Improvement of Basic Reading Skills
P.O. Drawer B
Sylacauga City Schools
Sylacauga, AL 35150

## • target audience

Pupils in grades 1-8 with an IQ of 80 or above who are reading six months or more below grade level.

## • materials used

Commercially available basal readers and reading laboratory materials are supplemented by teacher-made materials.

## • descriptors

Reading, parent involvement, diagnostic-prescriptive.

## • financial requirement

Cost per pupil $243.11.

## • program evaluation

The school attendance of participating pupils has improved, attitudes have changed, health habits are better, and grades in all subject areas have improved. All students showed improvement on a behavioral checklist; most students showed better self-concept.

# PROJECT: BOARD OF EDUCATION, CITY OF CHICAGO INTENSIVE READING IMPROVEMENT PROGRAM (IRIP)

## • description

IRIP aims to raise reading achievement by upgrading teacher skills in reading instruction in elementary school. IRIP trains one teacher from each participating school to serve as a reading resource teacher by releasing that person from regular classroom duties and providing 60 hours of training in essential theories and methods of teaching reading. The reading resource teacher returns to school to conduct 30 hours of inservice training sessions for the school's classroom teachers. Staffing includes citywide coordinator, language arts consultant, area reading resource teachers, school reading resource teachers, classroom teachers.

Contact: Dr. Lorraine M. Sullivan
Assistant Superintendent
Department of Curriculum -Rm. 822
Board of Education - City of Chicago
228 North LaSalle Street
Chicago, IL 60601

## • target audience

Elementary teachers serving learners in kindergarten and years one to eight.

## • materials used

Currently, 21 teacher-training units, written especially for IRIP, are used for the 60-hour preservice for reading resource teachers and the 30-hour inservice for classroom teachers. User schools will be given permission to reproduce copyrighted materials.

## • descriptors

Teacher training, reading, continuous progress, diagnostic prescriptive, parent involvement, community involvement.

## • financial requirement

Cost is dependent on the number of reading resource teachers freed from classroom responsibilities to conduct inservice training of classroom teachers and reproduction of teacher-training units.

## • program evaluation

An Inventory of Teacher Knowledge of Reading was administered to participating teachers. Student performance was measured by pretest and posttest administration of a norm-referenced test. The project was validated over a four-year period in 107 sites with approximately 7,000 teachers and 250,000 learners.

# PROJECT: PROJECT MANAGEMENT BASIC PRINCIPLES

## • description

Project Management Basic Principles is a training product that teaches school district staffs to manage educational projects so as to ensure attainment of project objectives within time, cost, and performance constraints. Specific areas covered by the product are: defining the project goal, developing the project work breakdown and work flow diagram, preparing time estimates, estimating and scheduling resources, developing the project budget, planning project "start-up," developing an information system and a procedures handbook, monitoring project operations, problem-solving through management action, implementing changes in project operations, and developing termination plan.

For each lesson the user has an alternative of viewing filmstrip, reading content script, listening to tape, or a combination of these. The product provides a mixture of individual and group activities. Each lesson can be easily modified to apply to a wide range of school district projects or program activities. The self-contained material requires no specially trained individual for use. Lessons are grouped into four phases according to the lifespan of a project and usually are studied sequentially. The material is quite flexible; so it can be adapted to varied school district training patterns.

Contact: Dr. James Mason, Director of Marketing Research for Better Schools, 1700 Market Street/Suite 1700, Philadelphia, PA 19103

## • target audience

School personnel managing an improvement project will find the product useful. Includes central office staff, building principals, and experienced teachers.

## • materials used

Three loose-leaf notebooks divided into 12 lessons. Also 12 filmstrips and 12 synchronized cassettes. Notebooks include manual to guide self-study and case simulation role-play and practice of knowledge and skills. Also user management instructions, learning objectives, exercises, self-assessment instruments, etc.

## • descriptors

staff development
project management
planning
decision-making

## • financial requirement

One set of notebooks needed for each user at $20. Only one set of optional filmstrips and tapes needed for group or class of users at $60. If these optional audiovisual items are used, then a cassette tape recorder, a filmstrip projector, and viewing screen are needed.

## • program evaluation

The project increases the ability of project managers in local school districts to perform project management tasks in each phase of the project management process. These tasks involve project planning, preparation, operations, and termination. This claim is based on a summative evaluation conducted during 1973 involving several school districts in different states.

# PROJECT: MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

## • description

This computerized system has 140 teletype terminals located in 44 states that serve all 50 states, Puerto Rico, Guam, and American Samoa. Terminals submit student data on migrant children K-secondary on a daily basis. Curriculum being taught to migrant children is established by each state through an application submitted to the U.S.O.E. The curriculum varies according to the established needs of migrant children at their various levels. Teachers through the MSRTS have at their disposal special program, test, special interest, health, criterion, and other data. This allows teachers to formulate ideas on what the student has mastered and what level program should be developed. No single approach is used; however, many programs have been developed around the tutorial.

Contact:
Winford "Joe" Miller
Administrator
Migrant Student Record Transfer System
Arch Ford Education Building
Little Rock, Ar. 72201
(501) 371-1857

Development Begun: 2/68

## • target audience

This program is designed both for teacher usage and preschool through secondary children. Teachers, teacher aides, nurses, counselors, and administrators can all use the data for the educational welfare of the migrant child.

## • materials used

Materials used in teaching migrant children are sometimes the conventional textbooks; however, this is not the recommended practice since these textbooks are very foreign to migrant children. States are encouraged to provide the necessary materials that will give the migrant child the best continuity for learning.

## • descriptors

Reading, mathematics, health, and many other areas.

## • financial requirement

The MSRTS costs approximately $3.50 per child to maintain all school and health records on a migrant child in the U.S. as he moves about with his parents in search of agricultural work. LEA's assume other cost relative to the employment of personnel in their particular district.

## • program evaluation

Evaluations are conducted by each state in order to fulfill their requirements to the U.S. Office of Education. Criteria used in making evaluations are solely dependent upon the states.

# PROJECT: MODIFICATION OF CHILDREN'S ORAL LANGUAGE

## • description

This project is based on materials and instruction of the Monterey Language Program. Intended to improve communication skills for children with language disabilities regardless of the cause. Curriculum and individual program design include child selection and diagnosis, individual placement, formal teaching strategies, program branching,and continuous data collection for output measurement and evaluation. Staff training, site visits, follow-up workshops, data analysis, and summary progress reports are used. An objective of the project is to provide teachers with proficiencies in the development of oral language skills in children with serious communication problems. An objective of the project is to provide teachers with proficiencies in the development of oral language skills in children with serious communication problems. Teacher elicits oral responses from child using stimulus pictures; forms and shapes responses by modifying reinforcement. Tutor or small-group instruction. No special staff is needed. Teachers, speech and hearing specialists, and aides can be trained in a one-week workshop.

Contact: Betty H. Igel
Monterey Learning Systems
900 Welch Road
Palo Alto, CA 94304

Development Begun: 10/71

## • target audience

A wide variety of children with language disorders including students labeled as dysphasic, mentally retarded, deaf, language delayed, foreign speaking and hard of hearing.

## • materials used

The Monterey Language Program includes the Teacher Program Book, a highly structured document containing 40 individual language training programs, score sheets, charts, PCLT, criterion tests, Home Carryover Record, Program Work Sheet and data sheets.

## • descriptors

Placement process, programmed format, pre and post criterion tests, reinforcement schedules, accountability, data processing.

## • financial requirement

Initial cost of this system including materials, training and follow-up for 20 staff members; and materials and data processing for 200 students is $11,000. Materials replacement cost per student per year is $4.

## • program evaluation

Average response accuracy = 92.2%; average preteaching criterion test score = 13.2% correct; average posttest score = 98.6%.

# PROJECT: NOMAD (Needs and Objectives for Migrant Advancement and Development)

## • description

Project NOMAD, made up of three components - a summer school program, a school year program, and a family unit program, is directed to the total development of the migrant child. Emphasis includes the academic, physical, emotional, and social aspects. The program synthesizes a unique curriculum which focuses on the needs of migrant students and their families, the community, and the educators into a single package; the total package has impact on the migrant child. Individualized tutorial; teachers may use the strategies and methods that they have found successful. Teachers and aides are trained in ESL methods and techniques. The paraprofessionals are bilingual. The purpose of an associate counselor or a school-home liaison is to bridge the gap between home and school. A home economist is hired for the family unit program. A terminal operator who keeps track of records, health, and academic data, is necessary.

Contact:

John H. Dominguez, Jr.
Region III Director
VanBuren Intermediate School District
701 South Paw Paw Street
Lawrence, MI 49064
(616) 674-8091

Development Begun: 1971

## • target audience

The school year program: grades kindergarten through 12. Summer program: all students ages 2 1/2 to 21, if they have not received a high school diploma.

## • materials used

Materials used are objective reference tests for reading, math, and oral language; bilingual activity kits; teacher resource book on migrant education; activity units in reading and oral language for migrant students; and teacher's handbook on policies and procedures.

## • descriptors

Diagnostic-prescriptive, early childhood, oral language development, reading, mathematics, parent and community involvement, inservice training, differentiated staffing.

## • financial requirement

In summer program for '75, number of students recruited was 1502; cost per child, $210 (this cost reflects the rent paid for school facility as well as for use of buses and transportation). School year program September '74 through June "75, total students enrolled, 869; cost per child, $247.

## • program evaluation

Migrant students are pre- and posttested individually; students' needs are translated into objectives; validation data is identified through standardized tests.

# PROJECT: OCCUPATIONAL AND CAREER DEVELOPMENT PROGRAM

## • description

The program is one of orientation and information at the elementary level, information and exploration at the middle school level, and exploration and preparation at the secondary level, all built around a career development theme that includes: (1) student evaluation of self-characteristics; (2) exploration of broad occupational areas; (3) introduction to the economic and social values of work; (4) introduction to psychological and sociological meaning of work; (5) explanation of educational avenues; and (6) development of decision-making process. Analysis of the above goals led to the development of 6 components now incorporated into all units at all grade levels. These elements are: (1) hands-on activities, (2) role playing, (3) field trips into the community, (4) resource people in the classroom, (5) subject matter tie-ins, and (6) introduction to occupations in the community that are relevant to each unit. The concurrent and overlapping nature of these components encourages individual creativity and permits flexibility within any given unit. One teacher-developed unit per grading period. Key is regularity for all students in participation, interview, internalization, decision making, and experiencing success.

Contact: Mr. Joel Smith, Project Director, Mr. David Taylor, Career Education Coordinator, Cobb County Public Schools, 47 Waddell Street, Marietta, GA 30060 (404) 422-9171

## • target audience

Students of all ability levels, grades K-12.

TRAINING AND VISITATION: Provide specific "How To" training for teachers, counselors, and administrators. Two-day workshop for up to 75 teachers. Out-of-state training available. Site visitations arranged at least two months prior to desired visitation.

## • materials used

There are currently 60 teacher-developed units (K-12) to serve as unit guides. Other materials are furnished by community and students. More consideration is given to alternative usage of existing materials. Synopsis of program available free of charge.

## • descriptors

Career education, community involvement, interdisciplinary, parent involvement.

## • financial requirement

Start-up costs are approximately $80 for a set of 60 units which may then be reproduced by implementing system as needed. A staff-development workshop of 2-day duration is recommended with costs varying according to number of participants and range of grade levels. Usually existing allotments for staff develoment can be utilized. Additional per pupil cost negilgable.

## • program evaluation

Product evaluation by North Carolina State University over a 3-year period through tests with over 500 students (treatment and control). Process evaluation by Georgia Department of Education and U.S.O.E. Goals and objectives stated at outset of the program were all achieved to significant measurable degree. Validated by U.S.O.E. for replication.

# PROJECT: POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS (PASS): A Validated Pupil Personnel Services Demonstration Project

## • description

The purpose of the PASS program is to provide intervention strategies designed to prevent or minimize non-productive social behavior of secondary students. Major activities of the PASS program include: individual and group consultations that assist school faculties develop techniques for interacting effectively with teen-age students; affective education and personal development programs for students and teachers; Time-Out Rooms managed by a teacher or paraprofessional whose students talk out problems and complete academic assignments; individual and group counseling for students experiencing serious interpersonal confrontations and counseling for their parents.

"Staff Development for a Humanistic School" and "Humanistic Activities in the Regular Classroom" help students and teachers get to know and appreciate each other. "A Student's School Survival Course" and "Home Survival Course" help students with problems interact more effectively within their school and home environments.

Contact: Dr. Ralph E. Bailey, Director
Pupil Personnel Services Demonstration Project
All Children's Hospital
801 6th Street South
St. Petersburg, Fl. 33701
(813) 821-5260

Development Begun: 7/71

## • target audience

Since many of the intervention strategies have a preventive focus, a cross section of students and personnel in project secondary schools are target participants.

## • materials used

Program adopters will be provided a list of recommended materials for Time-Out Rooms, humanistic activities in the classroom, staff development and group counseling. Also, a program product, Positive Alternatives to Student Suspensions: Process and Content, should be used by adopters. Anticipated printing cost $2.00.

## • descriptors

Affective education/personal development, teacher training, values clarification, group counseling, behavior modification.

## • financial requirement

Since use of additional equipment and materials is minimal, per learner start-up costs for a 3-year program would be approximately $0.40. Operational costs include the salaries of a school psychologist and a social worker for each five schools and a Time-Out Room worker for each school. These per learner monthly operational costs will vary from $1.20 to $2.00 depending on whether or not a paraprofessional is used in Time-Out Rooms.

## • program evaluation

The number of student suspensions in project schools decreased by approximately 30% while suspension in comparison schools increased by approximately 10%.

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Demonstrations scheduled 2 days/month; additional on request. Potential adoptors encouraged to combine visit with training program. Two-day training scheduled bi-monthly at project; each session accommodates approximately 20. Follow-up training and technical assistance provided.

# PROJECT: PROJECT READ

## • description

Project READ is a system of individualized reading instruction for grades K-3. To date, Project READ has been implemented in five Pittsburgh schools involving approximately 1700 pupils. The reading system is composed of materials, equipment, teaching and management procedures, and a staffing organization to insure continuous progress for all pupils. Children first learn a "sound-blend system," then are inducted into working in a reading center, where a system of individual diagnosis and prescription is put into full effect.

Skills are sequentially ordered for presentation according to prerequisites and for ease of instruction; procedures followed by teacher in introducing new skills have been programmed; pupils advancement through curriculum is contingent upon mastery of hierarchical skills. Classroom teachers implement program after receiving training from project coordinator. An aide is needed in reading center; one teacher is identified as project facilitator.

Contact:

Dr. Thomas A. Burkhart
Director, Elementary Instruction
Pittsburgh Public Schools
341 S. Bellefield Avenue
Pittsburgh, PA 15213

Development Begun: 1968

## • target audience

K-3. Children should speak English. Complete curriculum in reading.

## • materials used

McGraw-Hill Programmed Reading Series, including workbooks, corresponding storybooks, skill sheets, audiovisual materials. Rosner Auditory Training Manual, Skills II, from Perceptual Motor Kit, used in Kindergarten.

## • descriptors

Teacher training,
reading,
diagnostic-prescriptive,
continuous progress,
basic skills.

## • financial requirement

Start-up costs $8,772.00 per school for materials, equipment, and teacher training, not including services of project staff. Per pupil cost of $29.00. Continuation cost $1462.00 per year ($4.60 per pupil).

## • program evaluation

At end of each year pupils in the development school (target grades: 1971-grade 1, 1972-grade 2, 1973-grade 3) attained higher scores when compared with control school on subtests of the Wide Range Achievement Test and on Metropolitan Achievement Test.

# PROJECT: PROJECT READING IMPROVEMENT

## • description

The project attacks the problem of reading deficiencies in children grades 1-8. Only children whose standardized reading test scores are well below norms established for their age levels are selected as participants. Children are drawn from the regular classroom for 45 minutes laboratory instruction each day. Each lab class consists of small groups of 8 or less so that much individual instruction may be given. Children's reading skills are diagnosed in 277 separate areas and prescriptive instruction provide to correct deficiencies found. Standardized diagnostic tests and informal reading inventories are administered to each child at intervals during the year.

Contact:

Mr. W. C. Blackmore
ESEA, Title I Director
Pender County Schools
P. O. Box 578
Burgaw, NC 28425
(919) 259-2188

Development Begun: 7/69

## • target audience

Grades 1-8. Only children who are in need of remedial reading instruction. Primary emphasis on comprehension but vocabulary and speed and accuracy are included.

## • materials used

Laboratories use both teacher-made and commercial materials. A cross-index system of materials designed to develop particular skills is maintained. Much utilization of high-interest, low-difficulty materials is made. Instructional games and materials providing genuine interest and total involvement of each student are used.

## • descriptors

Reading skill development, diagnostic-prescriptive, individual instruction.

## • financial requirement

The total cost of this project is approximately $405 per student per year. This cost includes the pro rata cost of staffing, equipment, materials, and supplies.

## • program evaluation

Participants are pretested in September and posttested the following April. The project objective was an average 1.5 years grade equivalent gain for all participants during the 7 months test period. The actual gain achieved during this period was 1.8 years grade equivalent. This calculates to be 2.6 months gain per month of laboratory instruction. The consistent increase in gain each year is expected to continue.

# PROJECT: READING INSTRUCTION AND PUPIL PERSONNEL SERVICES (RIPPS)

## • description

This program combines a multi-disciplinary guidance approach with a corrective reading program. The thrust is to identify the child and his problem and to assist him/her to function more positively in society. The processing elements include teacher referral, initial diagnosis, individual treatment program, and continuing assessment of child's progress. Referrals to other programs and agencies made for child whenever necessary. The project uses a reading services program for two basic functions: 1) a corrective reading component to treat reading as a causal factor in child's progress; and 2) a reading services program to treat reading as a symptom of other problems (social, emotional, physical, etc.) that adversely affect developmental progress. Each program participant evaluated by guidance/psychological/psychiatric team with output to remedial reading and classroom teachers.

Contact: Michael W. Mello, Director
Office of Grant Programs
Portsmouth School Dept.
Education Lane
Portsmouth, R.I. 02871

## • target audience

Kindergarten through grade 4. Pupils reading below grade level.

## • materials used

Wide range of multi-media materials secured or produced to meet individual learner modality.

## • descriptors

Affective education/personal development, reading, parent involvement, diagnostic-prescriptive, group counseling.

## • financial requirement

Federal Title I funds, Rhode Island Special Compensatory funds, and local funding. Total cost of ongoing program, $660 per pupil (196 pupils). Start-up costs (equipment, materials) approximately $5,000 additional or $25.51 above $660 yearly cost.

## • program evaluation

Cognitive evaluation -- Gates-MacGinitie tests and Informal Reading Inventory used. Data indicate 84% of pupils gained 8 or more equivalent months on vocabulary portion and 86% on comprehension. Affective evaluation--instruments were developed locally. Objectives met in positive attitudinal changes with respect to school, peers, and selves.

# PROJECT: REMEDIAL READING AND HOME/SCHOOL LIAISON PROGRAM

## • description

The Remedial Reading Program, which is school-based, assists pupils who need extensive supplementary remedial instruction in reading. This program, at the upper elementary and secondary levels, services students who are most in need and are at least a year below grade level. The Home/School Liaison Program will serve as a direct communication link between the Title I Remedial Reading Program and the parents to insure better understanding and cooperation. Through home visits to these Title I parents, preschool children with high risks for learning difficulities will be identified. Assistance and materials will be given to parents for readiness type activites to aid these children.

Contact:

Mr. William Higgins, Coordinator
Mrs. Mary Macioci, Asst. Coordinator
Federal Projects Office
Edward Street
Newport, RI 02840

## • target audience

Remedial Reading: Students most in need and at least a year below appropriate grade level. Home/School: Title I students & their preschool siblings.

## • materials used

Remedial Reading: performance objectives; pre/post test instruments; instructor's handbook; diagnostic instruments; student record-keeping folders; individualized learning materials; program description
Home/School: Diagnostic instrument & pre-school developmental learning materials.

## • descriptors

reading
parent involvement
diagnostic-prescriptive
early identification of disabilities
screening

## • financial requirement

Start-up equipment costs average $15/pupil with curriculum materials averaging $18/pupil. After year one, ongoing curriculum materials costs average $12/pupil. A 3/4 director and full-time secretary can adequately coordinate program operations.

## • program evaluation

Attainment of program objectives was assessed through a comprehensive, outside evaluation design. Its primary focus concentrated on product outcomes as relating to total project impact. A secondary focus dealt with perceptions and concomitant interactions of various groups that also reflected instructional goals.

# PROJECT: REMEDIAL READING (TITLE I)

## • description

Flagstaff's Title I program is an unsophisticated program of daily remedial reading classes which effectively improves the reading skills of low-achieving students, grades 2-9. Small groups (3-7 elementary, 7-12 junior high) are instructed according to a teacher-designed remedial plan following administration of a diagnostic test battery. Class duration ranges from 30 to 55 minutes depending on grade level. Wide latitude occurs in instructional and organizational methods as teachers adapt to the specific requirements of their students.

Contact:

Don C. Clark, Asst. Supt.
Flagstaff Public Schools
Title I Remedial Reading
701 N. Kendrick
Flagstaff, AZ 86001

Development Begun: 1/66

## • target audience

Target schools established by Title I low-income guidelines. Student eligibility based on low achievement (stanines 3 and below) on appropriate SAT subtests. Grades 2-9.

## • materials used

Program guided by locally developed corrective and remedial handbook, and diagnostic and prescriptive summary forms. Teaching materials: commercially available remedial reading programs or teacher-constructed.

## • descriptors

Reading,
diagnostic-prescriptive,
basic skills,
parent involvement.

## • financial requirement

Current Title I funding approximates $268 per pupil for 750 students; 93% of budget covers teacher salaries and fixed charges. Administrative, supervisory, and secretarial costs absorbed by the district. Each participating school has at least one fully-equipped remedial reading classroom. In 10th year materials and equipment acquisition run under $7,000.

## • program evaluation

Program objectives stated in terms of grade equivalence gain and measured by Gates-MacGinitie Reading Test. Evaluation data compiled annually according to State Title I guidelines, showing percent of students who have made expected gain, and mean gains by grade level. 1974-75 data show that mean gains exceeded 1 year in vocabulary of comprehension at every grade level, though the term of remediation was less than a year in all cases.

## PROJECT: PROJECT SMART (Success In Mathematics Through Aural-Reading Techniques)

### • description

The focus of Project SMART is to individualize mathematics instruction using locally prepared tapes and student study sheets. Each student has a tape player equipped with earphones that allow him/her to proceed at rate commensurate with ability. Recording math lessons relieves the teacher of necessity of merely dispensing information so that he/she is free to work with students individually. Also tapes permit student to make progress in math even if he/she reads poorly.

Demonstrations and training available between October and April. Potential adopters should spend 3-4 days on-site for preservice training at any time convenient for adopter and D/D. Out-of-state training available. Awareness brochures, detailed information packet, sample lessons, training manual available.

Contact:
Jack Duncan, Director
Joseph Vanhoof, Training Spec.
Project SMART
P. O. Box 1910
Daytona Beach, Fl. 32015
(904) 255-6475

Development Begun: 1967

### • target audience

Students of all abilities, grades 5-6. Complete curriculum in mathematics.

### • materials used

Materials provided by program include: cassette tapes and corresponding student study sheets, keys to tests, class progress sheets, teacher manuals, achievement tests.

### • descriptors

individualized learning
mathematics
diagnostic prescriptive
traditional content
cost effective

### • financial requirement

Start-up costs will run approximately $1,400; cost per pupil for 3 years will be approximately $2.80.

### • program evaluation

Students in experimental and control groups were pre- and post-tested using Stanford Math Achievement, Math Symbols, and Vocabulary, and Volusia County Math Survey Tests. Groups were heterogeneous matched for grade, of comparable mathematical ability. On all tests, gains favored experimental group at .01 level.

# PROJECT: SOUTH DOUGLAS COUNTY EARLY CHILDHOOD EDUCATION PROJECT

## • description

This project offers a cost-effective alternative to traditional center-based day care and kindergarten early childhood education models. By enlisting parents as partners in the teaching-learning process, this model builds on the natural inclination of parents to teach their own children. Home visitors, called community coordinators, conduct biweekly home visits during which parents learn teaching strategies and techniques and receive activity packets and teaching materials to use with their own children. Group activities include periodic meetings with parents and their children conducted at community activity centers (churches, veteran halls, and fraternal lodges) and a half-day 4-week summer school for entering 1st-grade students. Two-week training sessions for key supervisory personnel and follow-up consultant visits available through the Oregon State Facilitator. Visitations available through Oregon State Facilitator.

Contact:

Ms. Ann Matthews
Oregon Facilitator Project
South Umpqua School District
Myrtle Creek, Ore. 97457
(503) 863-3175

Development Begun: 9/70

## • target audience

Pre-primary children, ages 3-5, and their parents; all ability levels. Fluency in English required of all participants. complete pre-primary curriculum.

## • materials used

Materials provided include: 48 activity packets for parental use, curriculum guide, home visit and group-activity protocols, evaluation forms and procedures, training kit for home visitors, and resource catalog referenced to instructional kits and games. Awareness brochure and detailed information packet, including sample parent activity packet, available free. Training kit, curriculum guide and detailed evaluation report available at cost.

## • descriptors

Early childhood education, parent involvement, home teaching, interdisciplinary, differentiated staffing.

## • financial requirement

Annual per pupil costs, assuming 440 children from 380 families, approximate $225. This figure includes costs for staff salaries and fringe benefits, home visitors' travel, curriculum materials, equipment and supplies, and $15 per child for non-recurring start-up costs. Costs for optional summer school for five-year-olds not included in $225.

## • program evaluation

Attainment of 38 instructional objectives was monitored for each child via criterion-referenced evaluation instruments. Project participants also assessed using standardized Harper & Row reading-readiness tests upon school entry. Performance of participants surpassed that of non-participants on both criterion-referenced and standardized measures. Longitudinal studies indicate pupil gains are maintained through primary grades.

# PROJECT: ST. JOHN VALLEY BILINGUAL EDUCATION PROGRAM

## • description

This program was in operation during the 1970-75 school years funded through Title VII ESEA. Located on the Canadian border, the area is strongly influenced by both French and English languages. Bilingual influence is demonstrated by 70 to 75% of the students upon entrance into school. Generally the students' French and/or English are not adequately developed so that instructional activities can focus on them. The program in French consists of music, math, social studies, art and French language. The key objectives were identified by teachers, Title VII staff and administrators; activities were written and an evaluation executed. The program in French is 30 to 45 minutes daily at all levels. Program in English is the rest of the day in math, music, art, health, language, art and social studies. The program functions within the regular school curriculum; local teachers and administrators implemented the bilingual program so that minimal interference occurred in individual school philosophies, educational philosophies, and classroom management procedures. The program in dissemination is an exemplary approach to bilingual education recommended by the American Institutes for Research.

Contact: Gilman Hapert
Assistant Director
St. John Valley Bilingual Education Program
P.O. Box 210
Madawaska, ME 04756

(207) 728-4849

## • target audience

Kindergarten through fifth grade.

## • materials used

Materials in French were project-developed for K-5 with supplementary promotional materials, and slides, tapes and records. In English: cross-language art programs, Jacaranda language arts program, Addison-Wesley for math, CPS (Continuous Progress in Spelling), and IPI (Individualized Progress Instruction) for math. Hardware for both programs are language masters, overhead projectors, cassette tape recorders, record players, videotape monitors and tape decks, filmstrips and slide projectors.

## • descriptors

## • financial requirement

First-year bilingual education per-pupil costs were $375 (over and above regular per-pupil costs). In school year 1973-74, per-pupil costs were $228. 887 students have been enrolled.

## • program evaluation

Longitudinal standardized test data show that students enrolled in the program have achieved in English, reading, and math at level or above those students in the area not enrolled in the bilingual classes.

# PROJECT: PROJECT STAY (School to Aid Youth)

## • description

Project STAY provides early identification and treatment of social, emotional, and academic needs of pupils. Activities are organized and teachers are acquainted with specific instructional patterns to enable pupils to function at levels consistent with their potential. The specific objectives are (1) identification of achievement levels of high-risk pupils; (2) provision for individual instruction in mathematics and reading to correct specific deficiencies; (3) identification of social problems and poor self-concepts and attitudes of potential dropouts; and (4) provision for information and referral of parents and pupils to various community agencies for help. Counseling sessions offered to parents and teachers create awareness and understanding of help in meeting problems. No one teaching approach is required. All information available regarding the child (teacher, counselors, test data, etc.) determines approach used with pupil. Program designed for each child is given to regular homeroom teacher.

Contact:

Mrs. Pat Ross, Project Director
Moore Public Schools
400 N. Chestnut
Moore, Okla. 73160
(405) 794-8282

Project federally funded July 7, 1971 for 3 years. Project now locally funded by Moore Public Schools.

## • target audience

Grades 1-3; children enter on screening administered during kindergarten year; children remain in STAY 1/2, regular classroom other 1/2 day.

## • materials used

List of materials necessary for STAY is available. Teacher handbook of Innovative Ideas (devised by local staff) is available.

## • descriptors

early identification
reading
math
human relations
fine arts

## • financial requirement

Cost of program is approximately $40,000 for a regular elementary school.
Actual cost per pupil during 3 years of federal funding was $612.33.

## • program evaluation

Project STAY has available an Evaluation Report by Ronald G. Schnee, Ed.D showing effectiveness of Project STAY in meeting stated performance objectives.

# PROJECT: PROJECT SUCCESS

## • description

Project Success provides instructional service to handicapped students within a fully integrated educational program. A learning specialist works as a staff member in each of the district's 4 elementary schools, assisting regular program staff in identifying and serving handicapped students. Assistance is provided to students identified through continuous (weekly) progress checks in basic academic, physical, social, and self-management skill areas. Handicapped students are then given instructional and/or motivational assistance by teachers, peers, high school tutors, aides, or parents using instructional packets designed for this purpose. Upon successfully mastering the skill, students are tracked to assure continued success.

The intensive use of non-professional personnel for assessment and service delivery required a systematic approach to training. Each volunteer participant demonstrated competency in both assessment techniques and assistance program training packets. Direct instruction training procedures included modeling for these personnel during training and direct observation in classroom.

Contact: Dr. Douglas Strayer
Director, Title III
North Kitsap School District #400
150 High School Road South
Poulsbo, Wash. 98370
Date Begun: 8/72

## • target audience

Kindergarten-grade 6; children with reading and self-management difficulties.

## • materials used

Duri_ 3 project years a series of basic skill sequences with discrete student probes have been assembled. Specific step-by-step direct instruction packets have been designed and implemented in academic, social, and self-management skills. One instructional program (a complete tutorial reading system; materials, training, management) will be commercially distributed (Edmark).

## • descriptors

handicapped children,
continuous progress,
basic skills,
early identification of disabilities,
mainstreaming.

## • financial requirement

Start-up cost for both assessment and assistance components averaged $4.00 per pupil. The per-learner operational cost for various assistance programs (based on 200-300 pupils) was approximately $14.00 per month. Complete commercial (Edmark) tutoring classroom package for 10 students costs $300.00. Replacement costs for consumable items will be approximately $37.50 for 10 students per year.

## • program evaluation

Continuous assessment was used to allow a functional analysis of student progress toward specified academic and self-management objectives. Standardized test evaluation (Wide Range Achievement Test) in each of 3 years of operation indicated that participating students made statistically significant gains beyond expected normal grade equivalent growth per month during treatment period.

# PROJECT: TITLE I CORRECTIVE READING (Wichita, Kansas)

## • description

Wichita's Corrective Reading Program is an effective large-scale remedial program that operates in city public and parochial schools. The program provides instruction to pupils in 16 elementary Title I target schools. "Extended-service" plan is operational for eligible pupils who attend 77 elementary public and parochial schools. Special classes are held at each attendance center; standardization is possible through six identifiable phases of the program. Improvement of reading instruction level, vocabulary, and comprehension are program goals. Program is noteworthy in view of pupils' positive reception, demonstrated pupil achievement, team approach, and low cost.

Contact:

Dr. James G. Howell
Director of Reading
USD #259
1847 N. Chautauqua
Wichita, Kans. 67214

## • target audience

Referrals by classroom teacher, grades 2-6. Eligibility by residence (low-income areas), educational need (below 50% on Metropolitan Achievement Test or below 30% Iowa Basic Skills).

## • materials used

Handbook: Team Approach to Reading Success. 12 schools use one of 4 systems: EDL's Listen, Look & Learn; Hoffman; Psychotechnics; Random-House High Intensity. 66 schools use eclectic, multi-level, multi-media materials.

## • descriptors

Corrective reading, team approach, SRT as resource person, diagnostic-prescriptive, parent involvement.

## • financial requirement

Start-up costs will run approximately $325 per pupil (based on caseload of 50 pupils). This includes the cost of hiring one special reading teacher and materials and equipment needed for instruction.

## • program evaluation

Research department annual evaluation based on pre and post California Achievement Test scores. Goal: mean gain 0.8 in grade equivalent per year of instruction.

# PROJECT: TOPEKA OUTDOOR-ENVIRONMENTAL EDUCATION PROJECT

## • description

This project seeks to create in students an emotional and intellectual appreciation of man's role in his environment. Curricula are built around three topics: planning for increased population, pollution, and balance of nature. All curricula include behavioral objectives, classroom activities, and a field trip. Programs include the following objectives: (1) Show how man influences the balance of nature in both positive and negative ways. (2) Develop understanding of why and how economics influence our interaction with nature. (3) Instruct and involve toward actions that lead to wiser use and conservation of natural resources. (4) Help determine effective and constructive methods of working for positive environmental actions by all groups. (5) Develop a knowledge of ecological interactions and implications. Special education units are taught by regular classroom teachers supported by project staff who provide leadership and transportation for all field trips. Community volunteers and paraprofessionals were trained to help lead small groups for field trips.

Contact: Director of Public Information
Topeka Outdoor-Environmental
Education Project
415 West Eighth Street
Topeka, KS 66603

## • target audience

K-12 students including special education students.

## • materials used

Eleven units are available for special education students, five for elementary students, and seven for junior and senior high students.

## • descriptors

Environmental education and ecology, decision making, special education.

## • financial requirement

Single copies of the units are available for a $2.50 per unit handling fee. Adopters are encouraged to duplicate materials. No additional financial information was submitted.

## • program evaluation

The Topeka Outdoor-Environmental Education Project was written, organized, and implemented to meet the needs and demands for accountability. Objectives were measured by the project's evaluator. Project evaluation supplied reliable information upon which decisions were based regarding operation of project, and scope and extent of local funding.

# PROJECT: TRAINING MIGRANT PARAPROFESSIONALS IN THE BILINGUAL MINI HEAD START

## • description

Training Migrant Paraprofessionals in the Bilingual Mini Head Start is a two-phase project. One phase is to train migrant adults (many of whom have had little formal education) to be preschool teachers or bilingual tutors of school children in a follow-through-like program. The other phase is to provide a bilingual preschool experience that will promote optimum cognitive growth in migrant children. The training strategy used with adult trainees is a modified micro-teaching approach. Bilingual instruction for children is totally individualized, using programmed materials. The project has utilized a day care center situation for its instructional program; direct teaching methods as developed by Behavior Analysis model are used. Staffing includes 1 paraprofessional trainee for each 6 children, 1 professional trainer for each 6-8 trainees, part-time testers, evaluator, project manager.

Contact:

Louise Gustafson
Project Manager
Bilingual Mini Head Start
P. O. Box 2367
Pasco, Washington 99302

Development Begun: 7/70

## • target audience

Migrant adults and preschool migrant children through grade 3.

## • materials used

Published programmed materials such as Sullivan Reading; Singer Sets and Numbers; Lyons and Carnahan Write and See; Distar Language; project-translated Distar; project-developed bicultural teaching and evaluation material.

## • descriptors

early childhood education,
bilingual/bicultural education,
teacher training,
parent involvement

## • financial requirement

Paraprofessional salary $5,000.00 - $7,000.00 annually.
Trainer's salary $10,000.00 - $12,000.00 annually.
Curriculum materials $25.00 per child.
Other part-time salaries total $20,000 annually.
Training materials $50.00 per trainee.

## • program evaluation

All children enrolled in project come from seasonal or migrant farmworker families. Tests used include Peabody Picture Vocabulary, Forms A and B; Preschool Inventory; Wide Range Achievement Test. After 100 days attendance in program, average score of children in every age classification is higher than that of norm group.

* * * * *

Adoption Services Not Available. Visits may be made to Washington or Texas state sites (Oct.-March 15) for groups of five or less. Make arrangements two weeks in advance.

ADDRESSES FOR OTHER PROJECTS

Baptist Hill Kindergarten
Butler County School System
Simpson Street
Greenville, Alabama 36037

Title I ESEA
Preschool--Disadvantaged
Bessemer City Schools
412 N. 13th Street
Bessemer, Alabama 35020

Mr. Winford Miller
National Migrant Student Record
Transfer System
Art Ford Education Building
Little Rock, Arkansas 72201

Project Catch Up-Keep Up
Flowing Wells School District
Tucson, Arizona 85705

The Electric Company
Fresno County Schools
Fresno, California 93721

Classroom Team Approach Project
Adams School District #50
Westminster, Colorado 80030

Bob Nearin
Evaluation Office
Higher Horizons 100
Hartford Board of Education
249 High Street
Hartford, Connecticut

Ulysses G. Horne
State of Florida Tutorial Program
for Migrant Children
Broward County School Board
Ft. Lauderdale, Florida 33301

Title I Reading Center Program
Broward County
Ft. Lauderdale, Florida 33301

Ms. Jean Bowen, Project Director
Project Success Environment
892 Vedado Way N.E.
Atlanta, Georgia 30308

Norris Jr. High School Title I
Reading/English Rotation Project
McDuffie County Schools
Thomson, Georgia 30823

Reading Laboratories
Dougherty County School System
Albany, Georgia 31701

Mrs. Grace Fujita, Director
Curriculum Development and Technology
Branch
Hawaii Curriculum Center
1750 Wist Place
Honolulu, Hawaii 96822

Reading Project
Keaukaka School
240 Desha Avenue
Hilo, Hawaii 96720

Pre-Algebra Development Centers
Board of Education of the
City of Chicago
228 North La Salle Street
Chicago, Illinois 60601

Mrs. Theresa G. Murphy
Reading Director
Andover Public Schools
36 Bartlett Street
Andover, Massachusetts 01810

Project Understand
Arlington School District
Arlington, Massachusetts 02174

Clarkston Schools Remedial Reading
Program
Clarkston School District
Clarkston, Michigan 48016

Follow Through
Portageville Unit
New Madrid C.S.D.
P.O. Box 280
Portageville, Missouri 63873

Criteria Reading Instructional
Project
Linden Public Schools
Linden, New Jersey 07036

Ms. A. Kelly
Project Director
Educational Service for Parents
New Brunswick Public Schools
225 Comstock Street
New Brunswick, New Jersey 08902

Learncycle
New Jersey State Education Department
Troy Hills (Palisades Park)
New Jersey 07650

Bernadette C. O'Brien
Project Coordinator
Westbeth Studios-Guggenheim Title I
Project
463 West Street
New York, New York 10014

Mrs. Jane F. Pope
Project Coordinator
Early Childhood Education
230 East Ninth Street
Cincinnati, Ohio 45202

Program for Reading Development
Roosevelt High School
6941 N. Central Street
Portland, Oregon 97203

A System Approach to Individualized
Instruction
310 San Francisco Street
Grants Pass, Oregon 97526

The First Calculating and Reading
Quest
Oglala, South Dakota 57764

Aprendemos en dos Idiomas
Bilingual Education Program
Corpus Christi Independent School
District
Corpus Christi, Texas 78408

Bilingual Education Program
Houston Independent School District
Houston, Texas 77013

Resource Unit - Level 1
Lincoln County Board of Education
Hamlin, West Virginia 25523

Introduction to Allied Health Careers
UCLA
Division of Vocational Education
U.S.O.E.
Washington, D.C.
Dr. Melvin Barlow
(213) 393-9281

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National Institute of Education

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October, 1975

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Gary Gappert
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## NATIONAL DIFFUSION NETWORK

U.S. Office of Education

To assure that all schools, public and private, learn about educational programs that work, the U.S. Office of Education has established a coordinated National Diffusion Network. Each state chooses a facilitator within one of its local school districts; this office then works with developer/demonstrator projects all across the nation to bring to schools, within that state, validated programs funded by the Office of Education. Each state facilitator works directly with local schools to find in the network those projects or programs that seem to fit local needs.

Every product/process offered by the network to schools has been previously approved by an expert review panel within the Education Division of the Department of Health, Education and Welfare. Hence adopting schools are assured, in advance, that the alternatives being offered by the network actually work effectively with children in learning situations. Moreover, the network provides staff development, monitoring, and follow-up support for local educators who select one or more of the successful options currently being demonstrated and installed.

These educational innovations focus on all types of subject areas and grade levels, from early childhood through secondary school. They vary in philosophy, in cost, and in complexity. This reference volume includes brief descriptions of a majority of those that are currently available. Also included is a list designating each state facilitator or Title III ESEA director so that any interested educator or parent can obtain additional information quickly and easily.